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ABSTRACT

This report is the result of a project which analyzed the current collection of statistics from academic, public, and school libraries by the National Center for Education Statistics (NCES) and by state agencies and prepared recommendations for a more efficient and effective national data collection system. Current data collection methods are examined, plans for the future are discussed, and the report of the technical consultant is presented. Recommended survey forms and instructions for their use are included for public libraries, college/university libraries, and school library media centers. Eight tables display the data collected, collection methods, responses to requests for information on statistics collected, and comparisons of topics covered on NCES, state, and the recommended survey forms. (KM)

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Analysis of Library Data Collection

and

Development of Plans for the Future

Final Report

to the National Center for Education Statistics (NCES)

on Department of Education Contract #300-83-0246

by

Mary Jo Lynch

Director

Office for Research

American Library Association

November 15, 1984

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Analysis of Library Data Collection
and
Development of Plans for the Future

A Report Prepared for NCES by the ALA Office for Research
November 15, 1984

Executive Summary

The purpose of this project was to analyze the current collection of statistics from academic, public, and school libraries by NCES and by state agencies in order to prepare recommendations for a more efficient and effective national data collection system.

In Phase I the project team gathered and analyzed forms used to collect data from all types of libraries by state library agencies or other units of state government in all fifty states. In Phase II the project team worked with a committee of expert librarians to formulate general recommendations to NCES and prepare recommended survey forms for each of the three types of libraries.

Findings of Phase I were as follows:

1. Public Libraries. All 50 state library agencies collect statistics from public libraries annually but the amount of data collected varies widely as do the topics covered. In general, topics covered by NCES in recent surveys are also covered by states though the exact language used on survey forms often differs. It would seem useful for NCES to work with state library agencies to develop an integrated data collection system.

2. College and University Libraries. In 23 states there is annual data collection from college and university libraries in addition to the data collection done every two or three years as part of HEGIS. Topics covered are very close to those covered by HEGIS. NCES should continue the survey of college and university libraries as part of HEGIS but make it an annual part.

3. School Library Media Centers. School library media center statistics are collected by state government in only 13 states (see Table Five). Evidently NCES will need to function alone for this type of library.

In Phase II model data collection forms were prepared for each of the three types of library and 12 suggestions were made for an NCES data collection program. In addition to several technical suggestions, the report recommends:

- An expanded system of communication with the library community. (1)
- Annual collection of data from each type of library noted above and occasional surveys of other types of libraries and surveys on special topics. (3, 10, 11)
- Rapid publication of results (i.e. within one year of data collection) in print form and in a machine-readable form that is easy to use and well documented. (2, 4, 8)
- Use of microcomputer technology whenever possible to collect and disseminate statistics. (12)

Analysis of Current Library Data Collection

and

Development of Plans for the Future

FINAL REPORT

I. Introduction

In September, 1983 the National Center for Education Statistics contracted with the American Library Association for a study of the existing NCES program for collecting statistics from libraries and the development of a plan for the future. The work was conducted from October, 1983 through November, 1984. It seems providential that during this time nationwide attention was focused on the publication of A Nation At Risk and several other authoritative studies of education in the United States, all of which indicate that changes must be made if our nation is to thrive in the future. A Nation at Risk recommends that the U.S. become a "learning society" and points out that schools and colleges are not alone in providing education:

> Also at the heart of the Learning Society are educational opportunities extending far beyond the traditional institutions of learning. . . They extend into homes and workplaces; into libraries and art galleries, museums, and science centers; indeed, into every place where the individual can develop and mature in work and life.[1] (emphasis added)

[1] A Nation at Risk: The Imperative for Educational Reform. U.S. Government Printing Office, 1983. p. 14.

Recognizing the importance of libraries to the proposed learning society, the U.S. Department of Education's Center for Library and Education Improvement, Office of Educational Research and Improvement sponsored a series of regional seminars to examine how public libraries, academic libraries, library and information science training institutions and school library media centers could best respond to A Nation at Risk. The summary report of deliberations at these seminars, Alliance for Excellence: Librarians Respond to A Nation at Risk presents recommendations and strategies for future action. In the press release announcing publication of this report, T. H. Bell, U.S. Secretary of Education, was quoted as saying that "In today's 'information age' of seemingly never-ending facts, figures and data, we have become increasingly dependent on libraries as a means of managing this information in a useful and productive manner." He also pointed out that the libraries of the nation constitute a "vast learning resource available to nearly every citizen across the country."

Valid, reliable, and timely statistics about libraries, collected and disseminated by a respected federal agency, are essential if our nation is to plan effectively for the utilization and development of that vast learning resource.

Who will use such statistics? Legislative and administrative groups in the Federal government will use them to plan, administer, and monitor federal programs related to libraries. Statistics are needed, for example, to support periodic review of legislation such as the Library Services and Construction Act (for public libraries and interlibrary cooperation) and Title II of the

Higher Education Act (for college and university libraries). Statistics are also needed to help shape recommendations of the National Commission on Libraries and Information Science and to assist officials planning such programs as postal service legislation and telecommunications regulations -- programs which have a substantial though indirect impact on library services.

At the state level, national statistics are used by legislators and library service planners both for the information they convey about a particular state and because they facilitate comparison of libraries in one state with those of nearby or similar places. This use of descriptive statistics for comparative purposes is particularly important to regional and often non-governmental organizations involved in cooperative activities which make it possible for individual libraries to expand the services they offer without significantly expanding their costs. College and university library statistics are also used by regional and specialized accrediting agencies who cite them as proof that an institution is or is not maintaining a quality program.

At the local level, public librarians working with boards of trustees and/or city managers or county commissioners need national statistics in order to compare plans and performance of a local library with others nationwide. College and university librarians need national statistics for similar reasons. Such comparisons are a great support to planning for effective use of local funds and funds received from state and federal sources.

Companies in the private sector which sell products and services to libraries need reliable national statistics for developing business plans and marketing

strategies. Finally journalists will use library statistics for what they reveal about the availability and use of a major educational institution in a particular area and thus about the level of participation in a learning society.

All of the above groups need data quickly for use in decisions which require up-to-date information. Historically, these data are also useful to persons doing research on library services and to other social scientists who use them in analyses of various aspects of information service institutions with the intention of increasing society's knowledge of such entities.

In the past, NCES statistics have been used for many of the purposes just noted. Despite problems with the current program, which this report will address, the library community continues to believe that NCES should be the major source of national statistics on libraries. An important indication of the library community's opinion of the importance of NCES data may be found in "Realities: Educational Reform in a Learning Society," the statement of ALA's Task Force on Excellence in Education, which presented the Association's response to A Nation at Risk. The ALA report, released in June 1984, listed four actions which the Task Force considers essential. One of those actions relates to statistics:

> Federal responsibilities for library statistical data and planning information must be assumed by the National Center for Education Statistics in cooperation with the state library agencies, state departments of education, and national organizations.

This Final Report examines what is currently being done to provide "library statistical data" and makes proposals for improving the situation.

II. An Ideal Data Collection System

Ideally, statistics about the materials and services available through public, academic and school libraries and the use made of them by citizens of all ages would be gathered at least annually and made available rapidly. An agency in each of the 50 states would gather statistics on a standardized set of items for a national database as well as statistics needed by that state. Information useful nationally would be sent to NCES where it would be aggregated, analyzed, and distributed to those who need it at all levels. Much of this data transfer would be achieved electronically but there would also be publication in ink-on-paper form for those who do not have access to electronic sources. Distribution would be rapid--i.e., within no more than nine months of data collection, preferably sooner.

The system envisioned is certainly achievable technically though it does not exist today. Part III of this report describes what is currently done. Part IV proposes changes at NCES and elsewhere which could help to make the ideal system a reality.

III. Current Library Data Collection by NCES & by State Governments

A. Introduction

Currently there are a number of public and private agencies involved in the collection of library statistics at the national level. Most are described in Sources of Library Statistics, 1972-1982 (ALA, 1983) compiled by Mary Jo Lynch. Although there are a number of agencies involved in collecting data and a number of regular surveys, the surveys do not use identical questions, definitions, or time frames. Users of library statistics are in agreement that what is available currently is inadequate. The above named pamphlet provides a description of all national, periodic surveys conducted in the last decade which are expected to continue. Except for NCES, however, most data collection focuses on a selected group of libraries and a limited set of topics. The following section of this report considers each of the three types of libraries in turn and briefly summarizes NCES statistics collected in the past decade before describing current state efforts in some detail.

The analysis of state efforts to collect statistics from each type of library was a major component of this project. Since it was anticipated that an important aspect of the plan for future data collection from libraries would involve cooperation between NCES and state agencies, it seemed essential to determine exactly what statistics were being collected currently at the state level and by what agencies. Because each state has a state library agency with responsibilities for public libraries and sometimes for other types, we began by writing to the head of each state library agency asking for the following information:

1. A copy of the most recent questionnaire(s) used by your agency in the regular collection of statistics from libraries.
2. A copy of any cover letter or instructions which accompanied the questionnaire(s) the last time it was (they were) sent to libraries.
3. A copy of the latest published report(s) of library statistics.
4. The name and phone number of the person in your agency responsible for the collection of library statistics.
5. The name of any other agencies in your state responsible for the collection of library statistics.

Not all states responded completely, but we did receive current forms used to collect data from public libraries in 50 states and recent statistical reports on public libraries from 46 states, as well as many recommendations to other agencies responsible for statistics about other types of libraries. The survey forms were used in our analysis of public library statistics and the recommended agencies were contacted regarding statistics collected from other types of libraries. It was often necessary, however, to supplement recommendations from state library agencies with suggestions from other sources which will be described in the section on each type of library.

B. PUBLIC LIBRARIES

1. Federal Level. NCES collected data in 1973-74 and again in 1977-78 from a stratified random sample of public libraries. Although one or two tables were available earlier in NCES publications, detailed reports of the results were published approximately four years after data collection. A tape of the results was made available as was a tape of the universe survey which precedes the sample survey.

2. State Level. In each of the 50 states the state library agency collects statistics from public libraries; in some states such data collection is mandated by law.[1] In many states data are collected primarily for the purpose of allocating state aid. No two states are alike in the data items collected from public libraries. Many are either in the process of revising their forms or expressed dissatisfaction with the form currently in use.

The survey forms were analyzed in order to determine what data were collected most often by states. To do so we had to solve several problems which are described below:

a) Survey Forms or Statistical Reports? Initially we planned to analyze the reports of public library statistics which are commonly published each year by state library agencies. This is what had been done by Goldhor[2] in 1974 and by Shearer[3] in 1978. As we began to

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[1]See The State Library Agencies: A Survey Project Report, 1983. (ALA, Association of Specialized and Cooperative Library Agencies). This directory is revised every two years.

[2]Goldhor, Herbert. "Library Statistics for 1974 Published by State and Provincial Library Agencies." Bowker Annual 1978, pp. 215-34.

[3]Shearer, Kenneth, Ed. The Collection and Use of Public Library Statistics by State Library Agencies: A Compilation of Forms. Chicago: ALA/Library Administration and Management Association, 1978.

examine the material, however, we realized that data items collected by a state were not the same as data items reported by that same state. Some items on a particular state's questionnaire were not mentioned at all in the report and some very specific items in the questionnaire were summarized in the report under larger categories. On the other hand, the statistical report sometimes analyzed data reported by libraries and presented it in the form of ratios (e.g. circulation per capita) or percentages (e.g. percent of budget spent on personnel). Because we wanted to determine what items states were asking libraries to report so that we could compare states to each other and to NCES, we decided to analyze forms rather than reports. In most cases, the forms we analyzed were those used in 1983/84.

b) Topics for Charts. We began our analysis by looking for data items in the major categories of the American National Standard for Library and Information Sciences and Related Publishing Practices--Library Statistics,[1] a document approved by the library community in 1983. Twenty-one charts were developed through an iterative process. Items pertaining to a category were grouped into subcategories whenever

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[1] American National Standard for Library and Information Sciences and Related Publishing Practices--Library Statistics. (ANSI: ISSN 0276-0762, Z39.7 1983) New York: American National Standards Institute, 1983. This document was approved in 1983 by the American National Standards Committee on Library and Information Sciences and Related Publishing Practices, Z39. In 1984 this Committee became the National Information Standards Organization (Z39).

appropriate. In most cases we used the language employed in as many state forms as necessary to capture the various ways of expressing a concept. If instructions or definitions indicated that the same thing was meant by different terminology, we combined the terms. If there were no instructions or definitions, however, we listed every item that might be different. The final list of topics is given below. It does not correspond exactly to the Z39 standard, or to the most recent NCES form, or to any other listing of topics. Instead it corresponds to the reality of what is collected by 50 state library agencies.

Boards of Trustees
Circulation and Registration
Collection Resources
Computer Use
Contractual Arrangements
Cooperative Relationships, Organizations, Networks
Equipment
Expenditures
Facilities
Fees and Fines
Friends of the Library
Hours
Income
Interlibrary Loan
Personnel
Programs and Services
Public Relations
Public Service Outlets
Reference
Staff Development/Cont. Education
Miscellaneous

In addition to the charts we prepared summaries of two topics which did not seem appropriate for charting. 1) Introductory Questions on the State Survey Forms and 2) Administration/Policy. The first appeared on all forms but analysis was judged to be unnecessary. The second

appeared on only eleven forms in 88 data items, most of which were unique to one state. The two summaries are in the chart book following all charts for public libraries.

c) Format of Charts. We decided to list the items as rows in the charts and the fifty states as columns. After each list of data items was completed, lines were added to the charts and Xs were placed in the appropriate cell to indicate that a state included an item on its form. The appropriate data items requested by NCES were added to each chart and appear as the first items under each subcategory.

d) Counts. Once the charts were completed, we counted various occurences and produced Table One which comes at the end of this section on public libraries and shows:

--number of states requesting any items on a topic,

--total number of different data items requested on a topic by 50 states,

--number of items requested by only one state,

--percentage of items requested by only one state,

--lowest and highest number of items (range)

--median number of data items requested on a topic by a single state when all states requesting data on this topic are considered,

--mean number of data items requested on a topic by a single state when all states requesting data on this topic are considered,

--standard deviation from the mean for states collecting data on this topic.

--number of items on a topic requested by NCES,

A second look at the charts enabled us to produce Table Two which lists, for each topic included by at least ten states, the most popular items on the state forms.

e) Charts. The twenty-one charts in the Appendix are organized as follows:

--Introduction and Summary

--Outline of Chart (indicates subcategories)

--Chart with X in cell showing that a particular state requested a particular data item. (Each numbered page of a chart is really two pages--page a is for states Alabama to Missouri; page b is for states Montana to Wyoming)

--Very brief charts do not have an Introduction or Outline.

Three caveats need to be made with regard to using the charts to check whether or not a particular state includes an item on its form.

-- Timing of Analyses. We analyzed forms available to us in late 1983. Some states sent us revised forms at a later date but we did not revise the charts accordingly. Our charge was to investigate the extent to which states agreed with each other and NCES. A record of what was done at one point in time seemed sufficient for an estimate of this agreement.

-- Special Surveys. Several states conduct annual or periodic surveys of public libraries separate from and in addition to the general annual survey. A list of such data collection efforts is given by state on a page at the end of the public library charts in the Appendix.

-- Complexity of Language and Format. Because each state form was unique in what was asked about, what language was used, and how material was arranged, (i.e., columns, rows) we set some arbitrary guidelines for making sense of this diversity in a way appropriate to the goals of the project. One of the rules was that once an item on a state form was checked or entered in what seemed to be the most appropriate place, it would not be entered again. Thus when a state was checked in the sections of the "Circulation" chart on "adult books" and "juvenile books" which were broken down by type of facility (main, branches, etc.), it was not also checked in the section on "Circulation by Type of Facility" which was then broken down by type of material and age level. Another rule was that we would use the language of the form unless there was an instruction or definition which indicated another possible wording. Thus under the heading "Audiovisual Materials --Recordings/Tapes", there is a line for "recordings (tapes, discs, cassettes) as well as for "tapes (reels, cassettes)". A state would be checked for the language judged to be closest to the language of the state form, not in all possible places.

f) Summary and Conclusions. All state library agencies collect statistics from public libraries annually on several topics. Although states do not differ widely from each other or from NCES with regard to

the topics covered they do differ widely on the items asked about under each topic and in the language used to describe those items. Column D on Table One shows the percentage of items requested by only one state. Note that for most topics the percentage of such items is over 50%. This linguistic variety explains the volume of the public library charts in the Appendix to this report. It seems likely that the states do not really differ that much with regard to what they seek information about. We did not combine terms, however, unless instructions on the forms indicated that one word or phrase was synomymous with something else. This happened rarely. Table Two provides another indication of the basic incompatibility of state forms. No item was requested by all 50 states and only 8 items were requested by 25 states or more. For the most part, then, statistics collected by state library agencies from public libraries are not comparable from one state to another. It would seem to be advantageous to all concerned if such comparability could be achieved.

Table One: Characteristics of Data Collection
From Public Libraries, By State Library Agencies and NCES

A - No. of States Requesting Data
B - No. of Different Data Items
C - No. of Items Requested by Only One State
D - Pctg. of Items Requested by Only One State
E - No. of Data Items Requested by States (Range)
F - Median No. of Data Items
G - Mean No. of Data Items
H - Standard Deviation
I - No. of NCES Items

	A	B	C	D	E	F	G	H	I
Boards of Trustees	38	82	46	56%	1-12	4	4.74	2.93	0
Circulation and Registration	49	273	199	73%	1-51	11	13.04	11.58	3
Collection Resources	50	250	144	58%	1-35	12	13.60	7.56	14
Computer Use	6	106	106	100%	*	*	*	*	68
Contractual Arrangements	7	24	24	100%	*	*	*	*	0
Coop. Rela./Orgnztns/Netw'ks	9	52	52	100%	*	*	*	*	0
Equipment	14	39	15	39%	1-16	7	8.43	4.001	3
Expenditures	48	531	344	65%	2-80	18	21.04	15.44	18
Facilities	18	64	52	81%	1-18	8.5	5.44	3.85	3
Fees and Fines	14	134	63	47%	1-25	3	10.10	9.29	0
Friends of the Library	19	25	10	40%	1-12	9	3.79	2.53	0
Hours	39	48	33	69%	1-8	2	2.99	1.77	2
Income	47	476	366	80%	5-45	14	18.20	6.55	13
Interlibrary Loan	39	147	103	70%	1-30	3	5.40	6.20	4
Personnel[1]	48	NA	NA	NA	NA	NA	NA	NA	11
Programs and Services	26	274	234	85%	1-28	12	13.08	9.07	5
Public Relations	5	24	24	100%	*	*	*	*	0
Public Service Outlets	30	129	60	47%	1-25	6	7.57	6.28	6
Reference	24	41	28	68%	1-8	2	2.08	1.61	2
Staff Devel./Cont. Ed.	4	19	18	95%	*	*	*	*	0
Miscellaneous	4	25	25	100%	*	*	*	*	0

*Not given when fewer than 12 states request data in a category.
[1]Different type of analysis, see chart.

Table Two:
Most Popular Data Items Collected From Public Libraries
By State Library Agencies and NCES

The following table lists, for each topic included by at least ten states, the most popular items on the state forms. If one or more of these items is requested by NCES that fact is noted. If more than three items in the category are requested by ten or more states, all such items are listed. If fewer than three items in the category are requested by ten or more states, the three items requested most frequently are listed.

Topic	Most Common Data Items	Times Asked
Boards of Trustees	Names of board members, addresses, phones	28
	Term expiration data for board members	20
	Usual time and date of board meeting (frequency)	14
	Officers of board of trustees	11
Circulation and Registration	Total circulation	24
	Recordings (records, tapes, cassettes)	15
	Total no. of registered borrowers	12
	Posters, artwork, art prints, photos	12
	Filmstrips	11
	Films--16mm	10
Collection Resources	No. of current periodical titles [NCES]	22
	Books cataloged--no. of volumes [NCES]	19
	No. of current periodical subscriptions	18
	Phono recordings (disc)	16
	Filmstrips--items	15
	Framed prints, posters--items (photos, art prints, originals)	15
	Video recordings (tape and disc)	14
	Microforms--titles	12
	Recordings (tapes, discs, cassettes)	12
	Recordings (tapes, discs, cassettes) --titles [NCES]	12
	Tapes (reels, cassettes)	12
	Adult fiction--volumes	10
	Adult non-fiction--volumes	10
	Juvenile books--volumes	10
	Grand total all classes including print and non-print	10
Equipment	No. of 16mm film projectors	9
	No. of record players	9
	No. of microfilm readers	8

Table Two
Most Popular Data Items Collected From Public Libraries
By State Library Agencies and NCES

Expenditures	Total all expenditures [NCES]	32
	Books [NCES]	26
	Total library materials	25
	Audio-visual materials/non-print materials	21
	Total capital expenditures	19
	Fringe benefits (unspecified)	18
	Periodicals--expenditures [NCES]	18
	Total operating funds expenditures	17
	Equipment (unspecified)	17
	Total salaries and benefits	16
	Microforms [NCES]	14
	Insurance and bonding	14
	Other operating expenses (not specific)	12
	Utilities/fuel and utilities/public utilities	12
	Other library materials	11
	Travel (includes conferences)	10
	Real estate rentals	10
	Capital outlay--buildings	10
	Other expenses (unspecified)	10
	Balance at end of year	10
Facilities	Net area in square feet of space assigned for library purposes [NCES]	12
	Total length in feet of shelving for library materials [NCES]	9
	Seating capacity--no. of seats for library users [NCES]	7
Fees and Fines	Do you charge a non-resident fee?	5
	Non-resident fee--individual	4
	Non-resident fee charged per year	4
Friends of the Library Organizations	Does the library have an organized Friends of the Library group?	14
	Name of chair or president	12
	--address	6
	Number of members	6
Hours	Daily schedule--winter	19
	Total hours/typical week [NCES]	19
	Daily schedule--summer	18

Table Two
Most Popular Data Items Collected From Public Libraries
By State Library Agencies and NCES

Income	Grand totals income	28
	State aid	19
	Other income (specify)	17
	Other income (unspecified) [NCES] [may include a variety of sources such as gifts, fees, interest, contracts, etc.]	12
	County local funds	12
	LSCA funds [NCES]	11
	Fines	11
	Fees and fines (rental book receipts and rentals)	10
	Total operating income	10
Interlibrary Loan	No. of books (volumes) borrowed from other libraries [NCES]	13
	No. of books (volumes) loaned to other libraries [NCES]	13
	Total all materials lent	11
	Total ILL materials lent	11
	Total ILL materials borrowed	10
Personnel	Note: the chart for Personnel listed sub-categories included in matrices on state forms, not data items. The top three sub-categories are:	
	Salary ranges	37
	Hours	32
	Education [NCES]	27
Programs and Services	Annual no. of adult programs	6
	Check if your library provides service to jails and correctional institutions	6
	Annual attendance adult programs	5
Public Service Outlets	No. of bookmobiles	13
	Total public service outlets [NCES]	8
	No. of public service outlets--stations, reading centers, etc.	8
Reference	Total reference transactions per typical week [NCES]	5
	Total directional transactions per typical week [NCES]	5
	Total no. of reference questions asked during year	3

C. COLLEGE AND UNIVERSITY LIBRARIES

College and university library statistics are collected and published by a wide variety of agencies, both public and private. Although we have analyzed only survey forms used by public agencies, a description of the entire range of data collection will put what is done by Federal and State agencies into a realistic context. Therefore, we will begin this section by describing statistics collected by agencies in four categories: Federal and State Governmental Agencies, Other State Level Agencies, National Nongovernmental Agencies, Regional Agencies. Later we will describe state level data collection in more detail.

1. Federal and State Agencies. For some time statistics have been collected regularly (every two or three years) from college and university libraries in each of the 50 states by the National Center for Education Statistics (NCES) as part of the Higher Education General Information Survey (HEGIS). HEGIS collects data annually on a number of topics in higher education such as enrollment, faculty salaries, earned degrees conferred. Other data, such as that about libraries, is collected regularly but less often than annually.

Unlike the practice followed in NCES surveys of public libraries or school libraries, data are collected from the universe of college and university libraries rather than from a sample. The data are reported, approximately two years later, in two publications, one presenting data for each institution, the other presenting a summary of all institutions. Magnetic

tapes of the data are also available. Recently, however, there has been some uncertainty about the publication of NCES statistics on college/university libraries. For the 1978-79 survey NCES published the institutional data but did not publish the summary data. The manuscript was made available to ALA's Association of College and Research Libraries which published it. For the 1981-82 data the situation was reversed -- i.e., NCES will publish the summary data in the Fall of 1984 and ACRL published the institutional data in the Spring of 1984 using a camera-ready manuscript provided by NCES.

As of 1983 there were no HEGIS coordinators in four states, according to a list provided by NCES. In the other 46 states all HEGIS surveys are coordinated, to differing degrees, by some agency of state government. With regard to library statistics, the agency coordinating HEGIS or some other state agency may either 1) publish some of all of the HEGIS library data, or 2) collect data in addition to or different from HEGIS either annually or on some regular schedule. Table Three, found at the end of this section on college/university statistics, shows what is collected and by which agency in all states. Below are listed the several current patterns of data collection which we could identify and the states in which each pattern exists. Please note that in some states data collection other than that done by NCES may involve only some or all of the public institutions of higher education.

a. Some or all of the data collected for NCES/HEGIS is published:

by the state library agency--Florida, North Carolina

by some other state agency--Connecticut, Pennsylvania

b. Data other than HEGIS is collected annually (may include some HEGIS data)

By the state library agency:	By some other state agency:
California	Alabama
Indiana	Alaska
Missouri	Arkansas
Nebraska	Georgia
Nevada	Maryland
New Mexico	New York
North Dakota	Oregon
Ohio	Virginia
South Carolina	Wisconsin
South Dakota	
Texas	
Vermont	
Washington	
West Virginia	

In addition, there are several states where a limited amount of data is collected from certain publicly funded institutions to support funding decisions in the state legislature. We know this happens in Illinois and Mississippi. It may happen elsewhere as well.

2. Other State Level Agencies (which are not a part of state government). In some states data are collected and/or published regularly by some person or group of libraries. The ones we could identify are described below:

Idaho--University of Idaho conducts a survey of all academic libraries in Idaho and publishes one page report that appears in The Idaho Librarian.

Illinois--Council of Directors of State University Libraries of Illinois (CODSULI) send out form annually to publicly supported universities. The form requests almost exactly the same data as HEGIS. Results are published in Illinois Libraries (except in 1983).

Indiana--"Survey of Private Colleges in Indiana" has been conducted annually by Larry Frye of Wabash College since 1981.

Maryland--Maryland Independent College and University Association, Inc. collects HEGIS library data forms from 16 private college and universities in the state of Maryland. Compiles statistics for participants.

3. National Agencies. National organizations also collect data from college and university libraries. The major general survey of this nature is that conducted and published annually by the Association of Research Libraries (ARL) for its member libraries (117 in 1982-83, 104 of which are in universities). The ARL form was used by ALA's Association of College and Research Libraries (ACRL) to collect data covering the academic years 1978-79 and 1981-82. This will be done again for academic year 1983-84.

Statistics are also collected from special types of academic libraries. The best known of these is the Annual Statistics of Medical School Libraries in the U.S. and Canada, collected annually since 1977-78 by the Houston Academy of Medicine--Texas Medical Center. Numerous others have been identified by the Library Administration and Management Association's Committee on Statistics for College and University Libraries. Some of these are very specialized (e.g., schools affiliated with the Lutheran Church, schools offering programs in agriculture) and are not available except upon special request to the data collector. The LAMA Committee has produced the manuscript of a directory which is being considered for publication by LAMA at this writing. However, preliminary reviews of the manuscript have noted numerous errors and inconsistencies which would have to be resolved before the manuscript could be released. Therefore it is of almost no value to NCES at this time.

There are also several data collection efforts involving libraries in academic institutions with similar characteristics. Results are sometimes available only to participating institutions. The most private of these private efforts is the survey conducted annually of libraries in 37 small private colleges by Arthur Monke, librarian at Bowdoin College. The same institutions were queried in 1981-82 and in 1982-83 by librarians at Franklin and Marshall College to produce "Public Service Statistics of Selected College Libraries" which was available from the compilers.

The Council of Independent Colleges (several hundred private undergraduate

institutions) has created a Planning and Data System of eleven modules, each devoted to a specific institutional concern. One of these is a "Library Costs and Services" module. Subscribing libraries (approximately 80 each year) provide data annually on a form similar to the HEGIS form but also containing additional items. Raw data reports and analytic data reports are provided to subscribing colleges. The reports enable a library to compare itself to others in its size group (based on full-time enrollments). Note: as of October 1983, rights to maintenance of this database were transferred to John Minter and Associates.

A related project is currently being developed by EDUCOM. In cooperation with Tufts University EDUCOM has started a "Data-Sharing Project" the purpose of which is "to facilitate institutional self-assessment on a wide variety of characteristics, including comparisons with peer colleges or universities, using computer-supported data-aggregation and analysis techniques." Data is entered into the system online and is also retrieved online. The library component of this system is being set up at this time. It relies heavily on data items and definitions from the college/university library survey of HEGIS.

4. Regional Agencies. Statistics are also collected from libraries in specific geographical areas. The following such efforts have been identified:

"Annual Statistical Survey, Association of Southeastern Research Libraries." Thirty-two libraries in nine states contribute to this

survey, results of which are available only to members. The form used is very similar to the form used by the Association of Research Libraries.

Library Statistics of Colleges and Universities in the Pacific Northwest 1980-81 was compiled by James D. Lockwood for the Academic Division of the Pacific Northwest Library Association (PNLA) in cooperation with the Interinstitutional Library Council of the Oregon State System of Higher Education. The same survey was conducted for the academic year 1982-83 by Bede Mitchell of Montana State University.

"Library Data--ACM (Associated Colleges of the Midwest)": Thirty-one data items are collected annually by Dennis Ribbins of Lawrence University from 13 libraries in colleges which are members of ACM (small, private liberal arts colleges in Illinois, Iowa, Minnesota and Wisconsin.)

"Library Data--GLCA (Great Lakes College Association)": The same data items as are collected from members of ACM are collected from GLCA. These are libraries in the states of Indiana, Illinois, Ohio and Michigan.

"LIBRAS Annual Report": Approximately 60 data items are collected annually from 15 libraries in the Chicago area which constitute LIBRAS. The form is based on the HEGIS library form but also includes additional items.

"Statistics of Southern College and University Libraries": Fifteen data items are collected annually by the Louisiana State University Library, Baton Rouge from 50 institutions in states ranging from Maryland to Florida and as far west as Texas.

Data collections efforts in all four categories (Federal and State Agencies, Other State Level Agencies, National Nongovernmental Agencies, Regional Agencies) were considered by the project team as background for an analysis of data collected from college/university libraries by units in the first category, Federal and State Agencies. Since time did not permit close analysis of all survey forms it was decided that a focus on forms used by state agencies would be most appropriate as these governmental agencies would be most likely to cooperate with NCES in a coordinated national system.

5. State Level Statistics. Statistics about college and university libraries are collected in all states as part of HEGIS. In twenty-seven states there is no additional data collection from college and university libraries by an agency of the state government. In twenty-three states, however, some state agency collects data annually from these institutions. In fourteen states the state library agency does the collecting. In the other nine states the names of such agencies vary. Examples are: Council on Higher Education, Department of Higher Education, Board of Higher Education. Table Three lists what agency collects HEGIS data and additional data in each of the fifty states. Charts in the Appendix list the data items about which information is

requested in the twenty-three states which collect additional data and indicate which states request them. For the most part, data collected in these twenty-three states are very similar to what is collected by NCES. A few states collect different information but most have an annual data collection primarily because they need data annually and need survey results fast.

The procedures followed in the analysis of college/university forms was very similar to those followed in analysis of public library forms. As with public library statistics, we studied forms used to collect the data. However, since only 23 states collect data in addition to HEGIS we had fewer forms to work with. Some of the forms were sent to us in response to our request. Others were provided by the Library Administration and Management Association's Committee on Statistics for College and University Libraries which had recently collected forms for a different project.

The latest HEGIS form and the Z39 standard on library statistics were used to choose topics for the charts. In most cases we used the language employed in as many state forms as necessary to capture the various ways of expressing a concept. If instructions or definitions indicated that the same thing was meant by different terminology, we combined the terms. If there were no instructions or definitions, however, we listed every item that might be different. Charts were prepared on the following topics:

Circulation

Collection Resources

Expenditures

Hours

Information Services

Interlibrary Loan

Personnel

Miscellaneous (includes equipment, income, outlets, photocopying, space)

Three types of information are not charted: library identification information, institutional statistics, and items in categories which are unique to one state form. These three exceptions are explained below:

--Library identification information appears on all forms. Usually it is simply an address and phone number but some states also ask for such items as TWX or TELEX number, names of branch libraries, policies on interlibrary loan (CA), policies on extended user privileges (NY). California and Georgia ask for a list of cooperative or contractual affiliations. Georgia also asks for the names of commercial vendors employed by the library.

--Often the forms request a few institutional statistics such as student enrollment or FTE, faculty counts or FTE, total institutional expenditures. The Alabama form requests information on the number of fields in which various levels of degrees are awarded and the number

of degrees awarded at those levels. Maryland asks for similar information and provides formulas for using those counts to calculate volumes required by "ALA Minimum Standards." Texas and Washington ask for a count of faculty and students in various categories. Georgia, Texas and Washington request several figures comparing library expenditures to total institutional expenditures.

--The following unique items appear on state forms: Alabama has one item for "Door counts (number of individuals entering library building.)" Alaska has a section on "Production Facilities and capabilities" which requests seven specific counts and has six open-ended questions. Oregon has a section on "Valuation" which seems to ask for expenditure in several categories (budget funds, grant funds, gift funds) plus an estimate of the value of gift materials added and the value of all materials withdrawn. Texas asks for two counts related to "State or Institutional Funds." Virginia asks for six counts related to "Average Cost of Purchased Materials" and for "Volumes Withdrawn" during year at the end of the section on "Library Collection" Wisconsin requests four counts related to "Print Materials Housed in Compact Storage".

We listed the items as rows in the charts and the 23 states as columns. After each list of data items was completed, lines were added to the charts and Xs were placed in the appropriate cell to indicate that a state included an item on its form. The appropriate data items requested by NCES were added to each chart and appear as the first items under each sub-category.

6. Summary and Conclusions. The status of data collection from college and university libraries is completely different from that of public libraries. For one thing, there is an ongoing NCES data collection program, the Higher Education General Information Survey (HEGIS) of which the college/university survey is a part. Secondly, there is much less variety to deal with in terms of topics and data items. When states do collect data in addition to the HEGIS survey, they usually ask about very similar data items and often use the language of the HEGIS form. In addition there are numerous surveys of special subsets of the college/university universe conducted on a regular basis. Although we did not analyze these surveys in detail they do not appear to be very different from the NCES instrument. It seems clear that they exist because of a need for rapidly available data from peer institutions.

Table Three
Statistics Collected From College and University Libraries
By NCES and by State Agencies

N.B. Comments on special factors in each state are given at the end of the table.

State	Who Collects	What is Collected	From Whom	How Often	What is Published	What We Have
AL	"Network of AL Libs & Council of Libns, ACHE"	63 items, based on HEGIS*, ASERL, ARL & Annual Stat of Med Sch Libs, U.S.	all state institutions	annual	?	form, Dec '83
	AL Comm on Higher Education	HEGIS	HEGIS	HEGIS	HEGIS	HEGIS
AK	U of AK, Office of Institutional Planning	Similar to HEGIS. Plus 20 items on non-print coll'n	13 operating libs in Statewide System of Higher Ed	annual	U of A Today (annual)	form, fall '82 Report, fall '82
	AK Commission on Higher Ed	HEGIS	HEGIS	HEGIS	HEGIS	HEGIS
AZ	Commission for Postsecondary Ed	HEGIS	HEGIS	HEGIS	HEGIS	LAMA info & phone calls
AR	AR Dept of Higher Education	3 forms, fewer items than HEGIS but similar items and definitions	state institutions only	annual	?	letter
	same	HEGIS	HEGIS	HEGIS	HEGIS	

*Acronyms used in this chart:
ARL = Assoc. of Research Libraries
ASERL = Assoc. of Southeastern Research Libraries
LAMA = Library Administration and Management Assoc.
HEGIS = Higher Education General Information Survey
NCES = National Center for Education Statistics
SLA = State Library Agency

Table Three
Statistics Collected From College and University
Libraries By NCES and by State Agencies

State	Who Collects	What is Collected	From Whom	How Often	What is Published	What We Have
CA	SLA	31-item form	all academic libs in state (incl UC)	annual	California Lib Statistics	form FY 82-83 report FY 81-82
	NCES/HEGIS CA Postsec. Ed. Comm.	HEGIS	HEGIS	HEGIS	HEGIS	
CO	CO Commission on Higher Education	HEGIS	HEGIS	HEGIS	HEGIS	letter
CT	State of CT Dept of Higher Ed	HEGIS	academic libs in CT (public and private)	HEGIS	Board of Gov for Higher Ed publishes report showing data provided to HEGIS for CT libs	Report, Sept '83
DE	DE Postsecondary Education Comm.	HEGIS	all academic libs in state	HEGIS	HEGIS	LAMA info
FL	Different state agencies for 4-yr & 2-yr public, no coordinator for non-public	HEGIS	HEGIS	HEGIS	HEGIS	
GA	Bd of Regents of Univ System of GA	modeled on HEGIS but revised "to make more useful to the librarians"	33 public institutions	annual	some of data used in Univ Sys Report	letter form, '82-83
	Gov's Comm on Post-sec Education Education	HEGIS	HEGIS	HEGIS	HEGIS	

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Table Three
Statistics Collected From College and University
Libraries By NCES and by State Agencies

State	Who Collects	What is Collected	From Whom	How Often	What is Published	What We Have
HI	U of H at Manoa University Libs	HEGIS	HEGIS	HEGIS	HEGIS	
ID	Rickard Beck U of Idaho Libs	1 page form	all academic	annual	Table in Idaho Librarian	form, July '82 table, July '82
	State Bd of Education	HEGIS	HEGIS	HEGIS	HEGIS	
IL	Bd of Higher Ed	HEGIS	all degree-granting institutions	HEGIS	HEGIS	
IN	SLA	21 items	academic libs in state	annual		form for '82-83
		HEGIS	HEGIS	HEGIS	HEGIS	
IA	IA College Aid Comm	HEGIS	HEGIS	HEGIS	HEGIS	
KS	KS Legislative Educ Planning Committee	HEGIS	HEGIS	HEGIS	HEGIS	
KY	KY Council on Higher Educ	HEGIS	HEGIS	HEGIS	HEGIS	letter
LA	LA Bd of Regents	HEGIS	HEGIS	HEGIS	HEGIS	letter

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Table Three
Statistics Collected From College and University
Libraries By NCES and by State Agencies

State	Who Collects	What is Collected	From Whom	How Often	What is Published	What We Have
ME	U of ME--U of ME; other institutions--State Dept of Educ & Cultural Service	HEGIS	HEGIS	HEGIS	HEGIS	
MD	MD Bd for Higher Ed	HEGIS	academic libraries	HEGIS	HEGIS	letter
	same	11 page form (see comments)	all academic libs	annual	?	form for FY 85
MA	Bd of Regents of Higher Education	HEGIS	HEGIS	HEGIS	HEGIS	letter from SLA
MI	MI Dept of Ed, Higher Ed Management Services	HEGIS	HEGIS	HEGIS	HEGIS	letter
MN	Higher Ed Coordinating Board	HEGIS	HEGIS	HEGIS	HEGIS	letter
MS	Bd of Trustees for State Institute for Higher Education	HEGIS	HEGIS	HEGIS	HEGIS	
MO	SLA	7 item quest'naire	all (?) C&U	annual	Directory of MO Libraries: Public, Special, C & U	form 80-81, 82-83 Directory '83 LAMA Info
	Dept of Higher Ed	HEGIS	HEGIS	HEGIS	HEGIS	

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Table Three
Statistics Collected From College and University
Libraries By NCES and by State Agencies

State	Who Collects	What is Collected	From Whom	How Often	What is Published	What We Have
MT	Comm'ner of Higher Ed (MT Univ System)	HEGIS	HEGIS	HEGIS	HEGIS	letter
NE	SLA	PL form with "semantic changes"	"postsecondary libraries"	?	?	letter form for PL's
	NE Coordinating Comm for Higher Ed	HEGIS	HEGIS	HEGIS	HEGIS	
NV	SLA	1 page quest'naire	academic libs	annual?	table in Nevada Lib Dir & Stats	form '82 report '83
	U of NV System thru System office, other inst'ns no coord'tor	HEGIS	HEGIS	HEGIS	HEGIS	
NH	U of NH System--U of NH. Other inst'ns, mail out contact only	HEGIS	HEGIS	HEGIS	HEGIS	
NJ	Dept of Higher Ed	HEGIS	HEGIS	HEIS	HEGIS	letter
NM	SLA	12 item form	academic libs	annual	NM State Lib Ann'l Report: Lib Stats	form 6/83 report 81-2, 83-4
	Bd of Educ Finance	HEGIS	HEGIS	HEGIS	HEGIS	letter
NY	State Ed Dept Info Center on Education	HEGIS + a few items or modified HEGIS (see comments)	C & U libs in NY	annual	SLA publishes Directory of C&U in New York State	'82 Directory Forms for HEGIS yrs and other yrs

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Table Three
Statistics Collected From College and University
Libraries By NCES and by State Agencies

State	Who Collects	What is Collected	From Whom	How Often	What is Published	What We Have
NC	U of NC-General Administration	HEGIS	HEGIS	HEGIS	HEGIS	letter LAMA info
ND	SLA	85+ items	C&U libs	annual	ND Lib Stats--annual	form 82-3; reports 79-80, 80-1, 81-2
	'83 HEGIS, no coord	HEGIS	HEGIS	HEGIS	HEGIS	LAMA info
OH	SLA	39 item form	academic libs	annual	Stats of OH Libs --annual	form 82-3; report '83; letter
	OH Occupational Info Coord Comm	HEGIS	HEGIS	HEGIS	HEGIS	
OK	OK State Regents for Higher Ed	HEGIS	HEGIS	HEGIS	HEGIS	letter
OR	OR State Sys of Higher Ed	2 page form	public institutions	annual	?	manual (and form)
	OR Educ Coord Comm	HEGIS	HEGIS	HEGIS	HEGIS	
PA	PA Dept of Ed, Bur of Info Systems, Dir of Data Servs	HEGIS	HEGIS	HEGIS	"Higher Educ Lib Stats" annual	81-82 report
RI	RI Dept of Educ	HEGIS	HEGIS	HEGIS	HEGIS	

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Table Three
Statistics Collected From College and University
Libraries By NCES and by State Agencies

State	Who Collects	What is Collected	From Whom	How Often	What is Published	What We Have
SC	SLA	2 pp (12 items?)	SC C&U	annual	table in Annual Rept of State Lib	form 81-82? report 81-82
	SC Comm, Higher Ed	HEGIS	HEGIS	HEGIS		
SD	Dept of Educ and Cultural Affairs	HEGIS	HEGIS	HEGIS	HEGIS	letter
	SLA	4 page form	academic & post-sec libraries	to be annual	?	form for Fall '83
TN	83 HEGIS--no coord	HEGIS	HEGIS	HEGIS	HEGIS	
TX	TX Council of State Univ Libns & TX State Libry	135 data items	all academic libs	annual	TX Academic Lib Stats, annual (and form)	83 report (incl. form)
	1983 HEGIS--no coord	HEGIS	HEGIS	HEGIS	HEGIS	
UT	UT State System of Higher Ed-State Bd of Regents	HEGIS	HEGIS	HEGIS	HEGIS	letter LAMA info
VT	SLA	very brief (3 items)	academic	biannual	Biannual Rept of VT Dept of Libs	
	Higher Ed Plng Comm	HEGIS	HEGIS	HEGIS	HEGIS	
VA	State Council of Higher Ed of VA	HEGIS with added items	all academic libs	annual	staff tech reports; HEGIS	form '83 report '81-82

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Table Three
Statistics Collected From College and University
Libraries By NCES and by State Agencies

State	Who Collects	What is Collected	From Whom	How Often	What is Published	What We Have
WA	Council for Postsec Educ		HEGIS	HEGIS	HEGIS	letter
	SLA for Inter-institutional Comm of Chief Libns	approx 40 items	state supported institutions	annual	Annual Statistical Bulletin, Public Univ Lib Stats	'82 report; 82/83 form
WV	SLA	approx 20 items	C & U libs	annual	WV Lib Comm Statistical Rept	'82 report 82/83 form
	WV Bd of Regents	HEGIS	HEGIS	HEGIS	HEGIS	HEGIS
WI	U of WI system	11pp form--62 items	U of W system	annual	will develop set of reports	form 82/83
	83 HEGIS-several agents	HEGIS	HEGIS	HEGIS	HEGIS	
WY	WY Conn College Comm	HEGIS	HEGIS	HEGIS	HEGIS	

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Comments

Alabama	Form is new in 1983. Designed to collect information for several agencies as well as for Alabama Council on Higher Education.
Arizona	State Library agency collected data in 1981-82 but not in 1982-83. No plans to do so in the future.
Arkansas	Important to have data annually for funding decisions, HEGIS not annual.
California	University of California also collects annual statistics.
Colorado	State Library agency lists academic libraries in its annual Directory of Colorado Libraries
Delaware	Old name of agency is Delaware State Board of Higher Education.
Florida	State Library agency publishes some HEGIS data every two years in its Florida Library Directory with Statistics.
Georgia	Committee on Academic Libraries uses data for inhouse reports.
Hawaii	Not sure if academic libraries outside state system are covered by the office. University of Hawaii also collects brief data for annual state data book.
Illinois	Board of Higher Education collects small amount of data annually for funding purposes.
Indiana	Cover letter (January 1984) indicates academic library data was once collected by State Library agency and will be again.
Kentucky	State Assisted Academic Librarians Council of Kentucky (SAALCK) has draft form. Not approved as of 5/7/84.
Maryland	Special form developed by Library Advisory Commission to State Board because HEGIS data is "too thin". First use will be FY 1985. Board for Higher Education.
Michigan	Directors of Michigan College Libraries/Learning Resources Centers and Michigan Community College Association conducted survey in 1969-70 and 1977-78. Based on HEGIS, covered more topics.

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Table Three
Statistics Collected From College and University Libraries
By NCES and by State Agencies

Comments

Mississippi	The Board of Trustees for State Institute for Higher Education also collects brief statistics annually to support funding decisions for eight state institutions.
Missouri	No tables, data in directory entries.
Montana	Commissioner of Higher Education "may undertake ad hoc surveys".
Nebraska	1981-82 report is the first, no report as of 5/1/84.
New York	In years when HEGIS includes libraries they add a checklist (no statistics). In other years they use the checklist and also request a few statistics.
N. Carolina	State Library agency publishes annual: "State of North Carolina College and University Libraries"--selected items, very few, from HEGIS data.
Oklahoma	Occasional special studies of libraries.
Oregon	Jim Lockwood letter--working on revision.
Pennsylvania	Phone call--they use HEGIS data for Pennsylvania in their report.
S. Dakota	Department of Eduction and Cultural Affairs: "We use data collected in HEGIS forms for academic libraries. State Library agency once did survey irregularly, hope to be annual starting in 1984.
Tennessee	No response to letters. Phone calls verified no activity.
Utah	Commissioner of Higher Education keeps copy of form completed for NCES--also does one-time special surveys.
Virginia	State Library agency also collects a few items for use in annual Statistics of Virginia Public Libraries and Institutional Libraries.
Washington	Council for Postsecondary Education: HEGIS plus data for budget.
Wisconsin	Survey developed by Systemwide Committee on Library Data Statistics in 1981-83.

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D. SCHOOL LIBRARY MEDIA CENTER STATISTICS

1. National Level. Statistics on public school library media centers were collected by NCES in 1974 and in 1978; a contract has just been signed for a survey of public and private school library media centers in 1984-85. Until recently there was no other source of national statistics on school library media centers other than NCES. In October 1983, however, School Library Journal published a ten page article on "Expenditures for Resources in School Library Media Centers: FY '82-'83." This article summarizes 1,251 responses to a survey sent to a sample survey of 2,000 subscribers to School Library Journal. Surveys of subscribers to a magazine are of questionable validity. However, this report presents the only national statistics on the topic which are up-to-date as of this writing. Data are given on expenditures and collections by geographic area (4 are used), school district population (4 population size groups are used), and level of school (4 are used). The survey was repeated in the fall of 1984.

2. State Level. Statistics on school library media centers are collected much less frequently at the state level than statistics on public libraries or on college/university libraries. It was sometimes difficult, in fact, even to identify the right person to ask about the possibility of such data collection since there have been many personnel changes recently in state agencies responsible for schools.

Our attempt to gather information involved several steps. The October, 1983 letter to directors of state library agencies asked them for copies

of the questionnaires they used to collect data from all types of libraries and for the names of any other state agencies responsible for the collection of statistics from libraries. Several recommended another agency in their state responsible for collecting school library statistics; we wrote to all such agencies. We also sent letters to persons on a list of contacts in each state provided by ALA's American Association of School Librarians. Even after using both of these approaches we were left with a large number of states for which we had no information. Therefore, we organized the information we did have into a list and asked two experts for help: Alice Fite, Executive Director of the American Association of School Librarians and Milbrey Jones of the U.S. Office of Education. Their recommendations led us to several additional sources. Finally, we made phone calls to states which had not responded to our letter.

Throughout the process of gathering information we revised and reorganized a list which was finally entitled "Responses to Requests for Information on Statistics Collected from School Library Media Centers in the 50 States". The list is given at the end of this section on school library media centers as Table Four. It places each state in one of three categories depending on what we know about the collection of statistics from school libraries in the state. Category 1 on this list includes the two state library agencies which collect or plan to collect data on school library media centers. Category 2 includes twenty-eight states where some other state agency collects or plans to collect data. The nature of this collection varies, however. Sometimes it is regular; sometimes not. Sometimes data is published; sometimes not. Sometimes data are collected

from school library media centers in an independent survey; sometimes library data are a small part of a data collection effort which includes many other aspects of the school. Sometimes data are collected on the district level only. Category 3 includes twenty states where no data are collected.

Of the 30 states included in categories 1 and 2 (i.e. states where some data is collected) only 13 had questionnaires suitable for analysis in the charts found in the appendix to this report. The others either surveyed districts but not individual schools, used a check-off form instead of collecting statistics, or included only a very few questions about the library media center as part of a general survey of schools. In many cases such survey forms were not sent to us but were described in a phone interview. The media professionals we spoke to usually expressed grave reservations about the value of such data for any planning or evaluation of the school library media centers in the state. Table Five which follows this section on school library media statistics summarizes what is done in each of the 13 states analyzed in the charts.

The method of analysis used for state survey forms was similar in some ways to what was done for public libraries and for college and university libraries. As with public and college/university libraries we analyzed the survey forms used by the states. Using reports was not even an option with this type of library as few states sent us a report. Many states do not publish data at all but collect it for internal use only.

The format of the charts is the same as that of charts for public and college/university libraries (i.e., items are rows and states are columns). After each list of data items was completed, lines were added to the charts and Xs were placed in the appropriate cell to indicate that a state included an item on its form.

Although the format is similar, the procedures followed in analysis of school library survey forms were different from procedures followed in analysis of forms used with the other two types of libraries. This was true for several reasons. For one thing, few forms were available and many included only a few items. Also, most of the forms were produced by non-library agencies and often did not use language of the Z39 standard on library statistics or the language of the latest NCES form used to collect data from school libraries. Therefore, topics selected for charts were based on topics covered by state forms available for analysis and the experience of constructing public library charts. Except for charts on "Collections" and "Equipment" the topics were not subdivided as had been done with charts for public libraries or for college and university libraries. If any state form used the same language as that of the 1978 NCES form used to survey school library/media centers, the acronym NCES was given in parentheses following the item on the chart. This happened only on the following charts: Collections, Expenditures, Facilities, Interlibrary Loan. For the most part the state forms were unique; there was little agreement as to items covered or language used. The final list of charts is given below:

Topics for School Library Media Center Charts:

Budget/Income

Circulation/Usage

Collections

Equipment

Expenditures

Facilities

Hours

Instructional Television

Interlibrary Loan

Personnel

Processing and Organization of Collection

Programs and Services

Selection

Table Four: Responses to Requests for Information on Statistics Collected from School Library Media Centers in the 50 States*

Method: To produce this list we first contacted all 50 state library agencies asking them to identify any agency in the state collecting data from school library media centers. If that request was not productive, we asked Alice Fite, Executive Director of ALA's American Association of School Librarians, or Milbrey Jones of the U.S. Deparment of Education, to recommend persons in each state who might have the information. Both recommended persons from the membership directory of the National Association of State Education Media Professionals (NASTEMP). Letters were then sent to those persons. Finally, telephone calls were made to non-respondents.

Results: Many states which responded by sending survey forms sent forms used to collect data from the library media center at the individual school level. A few states sent a form used to collect statistics about library media services at the district level as well as the building level (Georgia, Maryland, Minnesota). Wisconsin sent a district level survey only. A few states sent forms which collected a few statistics about library services as part of a general school survey at building or district level (Louisiana, Maine, Mississippi, New Jersey, New York, North Dakota, South Carolina).

Table Four lists states in three categories according to what we know about collection of statistics about school library media centers in the state. Categories one and two are for states from which we received a data collection instrument of some kind. States in category three do not collect statistics. The kinds of data collected by states in category one and those in category two which collect statistics from the individual school library media center are described in more detail in Table Two and analyzed in charts in the appendix of this report.

* All states are included in Table Four

Table Four Continued

1. The following State Library Agencies collect data on school library media centers:

Oklahoma	sent form used annually
South Dakota	form provided, will be used for first time in 1984

2. A non-library agency in the following states collects statistics of some kind from or about school library media centers. If we received a form used at the individual school level to collect statistics from the school library media center, the state is underlined in this table. The forms from those states are described in Table Five and analyzed in the charts. Forms used at the district level are not described in Table Five and are not analyzed in the charts. Nor did we analyze forms containing a few questions on the school library media center as part of a general questionnaire sent to the school or district. Several of such forms were sent to us. Contacts in other states described such forms but indicated that the results were of little or no use in providing information about the school library media program.

Alabama*	Department of Education sent proposed survey form.
Connecticut	Department of Education sent proposed survey form.
Florida	Four items of data on individual school library media centers are collected as part of survey sent to school covering many topics. Financial data are part of district superintendents report.
Georgia	Department of Education sent draft form; Part I for districts; Part II for schools.

* Forms used by underlined states are described in Table Five and analyzed in charts found in Appendix.

Table Four Continued

Hawaii	Department of Education sent form used annually.
Idaho	Eight or nine items about school library media center occur in annual accreditation report of each school.
Illinois	State Board of Education collects information annually about library staff in public schools. The Illinois State Library contracted with the Library Research Center at the University of Illinois for surveys of various aspects of school library media centers in 1981, 1982, 1983, 1984. These surveys will not be continued.
Indiana	Department of Public Instruction sent form they used until forced to stop (last survey Fall, 1982).
Iowa	Department of Public Instruction did extensive survey in 1976 and 1980 to determine level of compliance with state guidelines. Will repeat but probably not in 1984. Three other units of the Department monitor some aspect of school library media services. Expenditures of local schools are summarized in each Board secretary's annual report to the Department of Public Instruction; the Management Information Division conducts an annual BEDS survey (personnel). Regional consultants determine if school is meeting the law which requires a school library media center and appropriate personnel.
Kansas	Department of Education collects data annually from each school principal. Includes 35 items on library media services, mostly collections.

Table Four Continued

Kentucky	Department of Education sent form they use annually for "School Library Report."
Louisiana	"Parish Educational Profile" used annually at district level. Two pages on libraries, mostly staff by ethnic category.
Maine	Department of Educational and Cultural Services conducts a "Comprehensive Curriculum Survey" of all schools. It contains several yes/no questions on library services.
Maryland	School Media Services Office sent forms used annually: one for districts, two for schools.
Minnesota	Educational Media Unit sent questionnaires developed for use in 1984: one for schools, one for districts.
Mississippi	Collects brief data from Superintendents of districts on expenditures for "Educational Media Services" as part of ten page "Mississippi Public School Annual Report" which is concerned almost totally with finance.
Missouri	Department of Elementary and Secondary Education collects one page of data on materials/equipment and brief information on personnel for use in annual determination of whether school meets state standards.
New Jersey	Total expenditures on "School Libraries and Audiovisual is gathered from each district by State Department of Education for annual report of "Financial Statistics of School Districts".

Table Four Continued

New York	Districts submit "Annual Financial Report" -- 91 page document with one half page on "School Library and Audiovisual". All personnel fill out BEDS form. Schools fill BEDS "School Data Form" with one/third of a page on "Library Media Resources".
North Carolina	Division of School Media Programs sent form they use annually.
North Dakota	Department of Public Instruction collects a few items on library media personnel and materials for "Annual School Accreditation Report".
Ohio	The Ohio Common Core of Data program has a two page "Library Supplement" which collects data about the school library media center.
Rhode Island	Check-off survey conducted annually in connection with state standards--really not statistical.
South Carolina	Department of Education collects two items on library from elementary schools and three items from secondary schools.
Tennessee	Check-off survey conducted annually--really not statistical.
Utah	One page report of district on how Title II funds are spent covers all aspects of school. State has prepared "evaluative instrument for use by individual schools of state" in examining all aspects of media programs.

Table Four Continued

Virginia	Division of Instructional Media and Technology collects data from each school annually on two page "Instructional Media Report for Virginia Public Schools".
Wisconsin	Collects statistics irregularly; latest survey is district level completed in 1981; 1980 and 1981 censorship surveys conducted; building level survey in 1978. Sent questionnaire for latest district survey and reports for 1980 and 1981 censorship surveys.

3. No data on school libraries is collected in the following states either at the State Library Agency or at the Department of Education/Public Instruction.

Alaska[1]	Nevada
Arizona	New Hampshire
Arkansas	New Mexico
California	Oregon
Colorado	Pennsylvania[2]
Delaware	Texas
Massachusetts	Vermont
Michigan	Washington
Montana	West Virginia
Nebraska	Wyoming

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1 The School Library Media Coordinator at the Alaska State Library is planning to do a district level survey of school library media centers in the near future.

2 The State Aid Administrator at the Pennsylvania State Library is planning to collect data from school library media centers in 1985.

Table Five: Summary of Data Collected by States From School Library Media Centers

This table provides detail about who collects and what is collected in the states where statistics are collected from school library media centers at the individual school building. The forms from these states are analyzed further in charts found in the appendix to this report.

NB. State level data collection from school library media centers is in a state of flux. Several states on this list sent us a form which had not been used before but was proposed or authorized for use in 1984 (Alabama, Connecticut, Georgia, Minnesota). On the other hand Indiana had to stop after the 1982 survey but the form is listed here and analyzed in the charts since it has been used for several years and is well designed.

Alabama	Department of Education, Educational Media Unit, annual "Survey of Library Media Resources, Facilities and Instruction" proposed for implementation in 1984. --Includes information on facilities, staff, resources, organization of collection, library finance, instruction.
Connecticut	Department of Education, Bureau of Curriculum and Staff Development, Learning Resources and Technology Unit, "School Library Media Center Program Survey." New in 1984. --Detailed survey includes staff, finance, collections, equipment, use, facilities.
Georgia	Department of Education, annual "Instructional Resources Survey" in two parts. Draft for use in 1983-84. --Part I: "System Level Information" to be completed by "system media contact person". --Part II: "Media Center Information" to be completed by media specialist; includes information on facilities, personnel, materials, equipment, instructional TV.
Hawaii	Department of Education, School Library Services Section, annual "School Library Report" (one page). --Includes brief information on personnel and on usage. --Has inventory of school library AV resources on computer. Data no longer collected annually.
Indiana	Department of Public Instruction, annual survey of "Building Instructional Media Programs" --Covers personnel, facilities, media services, collection. --Last done in 1982, discontinued because of ruling from state "sunset" committee.

Table Five Continued

Kentucky	Department of Education, Bureau of Instruction, annual "School Library Report". --Includes financial information, collection, equipment, 17 yes/no questions on programs and organization.
Maryland	Department of Education, Division of Library Development and Services, School Media Services Office, annual "Library Media Center Report" (one page). --Covers collection, personnel, source of funds. Also collects four items on "Budget--Nonfederal Funds" each year.
Minnesota	State Department of Education, Educational Media Unit, annual "School Library/Media Program Report" authorized in December 1983. --Includes personnel, materials, equipment, "facility information," "budget information," "program information," staff responsibilities by position. --Separate survey on district level services.
North Carolina	Department of Public Instruction, annual survey of "Educational Media and Technology". Addressed to "Principal Librarians". Includes items on materials, equipment, TV, expenditures, microcomputers.
Ohio	"Ohio Common Core of Data Library Supplement" form asks each building library media center about services available from district, services provided by library personnel, holdings, expenditures, microcomputers.
Oklahoma	Oklahoma State Library, annual survey (extensive--looks like NCES). --Includes items on collection, personnel, basic data on school, circulation, facilities, expenditures.
South Dakota	State Library, annual "Statistical Report for School Libraries". --Includes items on personnel, facilities, services, ILL, circulation, resources, "audiovisual hardware", expenditures.
Virginia	Department of Education, Division of Instructional Media and Technology, "Instructional Media Report" covers programs, personnel, materials, equipment, expenditures.

E. COMPARISON OF TOPICS COVERED

1. NCES Forms. Since the three NCES forms are sometimes thought of as part of a system -- the Library General Information System (LIBGIS) -- it seemed appropriate to examine the extent to which the most recently used form for each type of library is compatible with forms used for the other two types. Table Six shows this comparison. It reveals that although there are many similarities there are also many differences. Differences are particularly evident in the case of staffing for which different survey forms have matrices with different horizontal and vertical variables.

The differences displayed in Table Six are not unexpected given the real differences between the three library types with regard to mission, structure and governance. These differences notwithstanding, however, it is important that future NCES forms be as consistent as possible. Standard terminology should always be used unless there is a good reason to do otherwise.

2. State Forms. Table Seven compares the charts created in this project to analyze forms used by states. Six topics appeared in all three sets of charts and a few more appeared in two. The set of public library charts had the highest number of unique topics which is to be expected given the wide variety already noted in state level data collection from public libraries.

Table Six:

Data Collected on Three Types of Libraries:

Comparison of Three NCES Forms

Note: This comparison is based on the latest form used by NCES as of Fall, 1983. The exact titles of the three forms are:

Public Libraries, 1982
College and University Libraries, Fall 1982
Public School Libraries/Media Centers, Fall 1978

Summary:

1) order of categories is different
2) titles for parts of form are different
3) subsections are different
4) some categories are on all three forms, some are on two, some are unique

The following table shows how the major topics are treated on the three forms. Categories which are on all three forms are underlined.

	Public	College/University	School
Collections	x	x	x
Income	x	limited	
Expenditures	x	x	x
Staffing	x	x	x
Loan Transactions	x	x	x
Physical Facilities	x		x
Public Service Outlets	x		
Reference/Library Use	x	x	x
Hours	x	x	x
Technology	x		

Table Six Continued

The following nine categories appear on all three NCES forms. The numbers below each category indicate the line number on each of the NCES forms.

Key P = Public Library Form; C/U = College/University Library Form; S = School Library Media Center Form

1) Bookstock--number of volumes added and held, no. of titles added and held (minor variations in reporting bound periodicals). Instructions are basically the same.

P #39-40 C/U #2-3 S #33-34

2) Microforms--number of titles represented and number of physical units of microforms. Instructions are basically the same.

P #46--47 C/U #5-6-7 S #36

3) Other types of library materials--basically AV materials--there is some breakdown by sound recordings or the use of special equipment.

P #49-50-51 C/U #8-9 S #37-38

4) Interlibrary Loans--provided to other libraries and received from other libraries. Instructions are basically the same; college/university form talks about reproduced format.

P #54-55 C/U #22 S #40-41

5) Expenditures--salaries and wages

P #54-55 C/U #29 S #22

6) Expenditures--Books/Periodicals/Microforms/AV and/or other Library Materials

P #24-25-26-27 C/U #32-33-34-35-36 S #23-24-25-26-27

7) Expenditures--all other expenditures--a variety of things are included in this number depending on what was broken out in other categories.

P #37 C/U #38 S #30

8) Expenditures--Total Library Expenditures

P #38 C/U #39 S #44

9) Total reference transactions per typical week

P #62 C/U #24 S #47

Table Six Continued

The following eight categories appear on two of the NCES forms:

1) Circulation--public and college/university ask almost the same question. Dial access mentioned here for college/university libraries.
P #43 C/U #2

2) Current periodical subscriptions--added and held--public and college/university ask almost the same question.
P #43 C/U #1

3) Library hours and the number of the days that the library is open more than two hours--public and college/university ask the same questions.
P #79-80 C/U #27-28

4) Physical facilities: public and school asks the same questions about: net area in square feet, total number of feet of shelving, number of seats available.

5) Expenditures--binding and rebinding--public and college/university.
P #28 C/U #37

6) Expenditures--library equipment, microform equipment, audiovisual equipment, all other equipment.
P #28-29-30-31 S #28-29

7) Total attendance in library per typical week--public breaks down attendance by various categories; school asks for users when school was not in session:
P #57-58-59 S #45-46

8) Total group transactions--in library--public and college/university; outside library--public; number of people participating--college/university.
P #64-65 C/U #25-26

Table Six Continued

Numerous categories are unique to one type of library. They are listed below by type of library.

Unique to public libraries	item number
Number of registered borrowers	53
Bound periodicals and unbound non-current periodicals	41-42, 44-45
Developmental areas--library technology--questions on computer usage, types of computer used, public use	67-78
Total directional transactions per week	63
Expenditures--capital outlay for sites, buildings, remodeling of old buildings, purchase of initial bookstock for new and/or expanded buildings, purchases of vehicles, etc.	35
Expenditures--computer costs--hardware, software	32-33
Expenditures--contracted computer services	34
Expenditures--plant operation and maintenance	36
Total information and referral service transactions	66
Public service outlets	2-6
Library receipts by source	12-22
In-library uses of library materials per typical week	61

Table Six Continued

Unique to college/university libraries	item number
Expenditures-fringe benefits	30
Hours charged to budgets other than libraries	20
Number of hours of student assistance by students employed on an hourly basis	19
Library receipts from federal government grants	40
Wages of students serving on an hourly basis, charged to the library	31

Unique to school libraries	item number
Is there a centralized library media center in this school?	(no number)
Expenditures--contained in the total on line 31 are expenditures from ESEA title 4B funds in the amount of:	32
Expenditures--estimated salary equivalents of contributed service of staff	
Expenditures--estimated salary equivalents of contributed service of volunteers of library/media center (non-public school)	35
Level of school	(no number)
Does this school have library services available from a district media center?	(no number)
On the basis of your perception of your school library media program, rate your school's need, not currently being met, for financial assistance to purchase the following library resources:	39
Number of classroom teachers	(no number)
Unbound current periodical subscriptions added and held	26

Table Six Continued

Library Staff Variables:

The three forms have some elements in common but all are constructed with different horizontal and vertical variables.

1. For public libraries: the rows show full-time or part-time status and the columns show amount of education and/or type of work done (professional vs. support vs. maintenance staff.) (#7-10)
2. For college libraries: the rows show administrative rank and sex whereas columns show the number of full-time and part-time employees in each rank and annual salaries and wages for each rank. (#10-18)
3. For school library media center employees there are two matrices. In the first, the rows represent status (certified, teacher, other) and the columns show part-time or full-time and male or female. In the second, rows show highest degree earned and columns show part-time or full-time and male or female. (#10-21)

Elements in common include sex for college and school libraries, academic degrees attained in varying specificity for all three types of libraries, full-time and part-time status for all three libraries, administrative levels for college and public libraries, certification and teacher status for school libraries and the amount in dollars for salaries and wages for administrative levels for men and women in college libraries.

Table Seven:
Data Collected on Three Types of Libraries:
Comparison of Topics on Charts of State Forms

A. Charts on the following topics were prepared for all three types of libraries:

Circulation
Collection Resources
Expenditures
Hours
Interlibrary Loan
Personnel

B. Charts on the following topics were prepared for two of the three types of libraries:

Facilities	public libraries; school libraries
Income	public libraries; school libraries[1]
Programs and Services	public libraries; school libraries
Reference	public libraries; college/university libraries[2]

C. Charts on the following topics are unique to a particular type of library:

Public Libraries	Boards of Trustees
	Computer Use
	Contractual Arrangements
	Cooperative Relations/Organizations/Networks
	Fees and Fines
	Friends of the Library
	Public Relations
	Public Service Outlets
	Staff Development/Continuing Education
	Miscellaneous
College/University	no unique charts
School Libraries	Instructional Television
	Processing and Organization of Collection
	Selection

[1]The college/university chart is called "Information Services".
[2]The school library chart is called "Budget/Income".

F. EVALUATION OF NCES LIBRARY SURVEYS.

The National Center for Education Statistics is the only agency that collects and publishes comprehensive national data regularly on the nation's libraries. The statistics are frequently cited in major reference tools in the field such as the ALA Yearbook and the Bowker Annual of Library and Book Trade Information. The statistics and data tapes are regularly used by researchers and cited in such scholarly journals as The Library Quarterly and Library and Information Science Research. There is no doubt but that the results of NCES library surveys are respected and used. However, there are several ways in which the library survey program of NCES could be improved. The weaknesses to be corrected are as follows:

1. Publication of results. The people interviewed at our request and the people who wrote to us or telephoned to talk about the project were unanimous in asserting that the main problem with NCES library statistics up to now is that they have been published too late to assist decision making at the federal, state, regional or local level. This criticism was made in connection with statistics for all three types of libraries. If data are to be useful they must be collected often (annual is best) and available within one year of data collection.

Because NCES data are not available promptly, both the Association of College and Research Libraries (ACRL) and the Public Library Association (PLA) are considering other ways to get the data their members need both for library management and in order to respond to questions from governing

bodies. ACRL recently surveyed a sample of its members regarding what data were needed. Results indicate that NCES is collecting basically the right data but does not publish it fast enough.

2. Communication with Libraries and Librarians. Although considerable progress has been made within the past year, the unit of NCES responsible for library surveys has a long history of poor communication with the library field. Better communication is essential at all stages of the survey process.

3. Content of Surveys. We have stated above that the major criticism of NCES library surveys concerned dissemination of results, not content of surveys. Nevertheless the project team and advisory committee spent a considerable amount of time designing instruments which could be recommended to NCES for use in surveying each of the three types of libraries in the future. In each case we began with the most recent instrument and considered the form and instructions in terms of current practice, the recent ANSI standard on library statistics, and the type of data collected by states.

Recommended forms and instructions for each type of library are given in Chapter VI. The forms show data items which should be collected annually; a note indicates additional items which should be collected on a cyclical basis. The recommended forms represent our best thinking as of fall 1984. Because libraries and the populations they serve are changing rapidly we expect that changes will be made in the forms from time to time. Chapter IV suggests ways to ensure that appropriate changes are made.

IV. Plans for the Future

Two factors make this a most opportune time to improve the collection of statistics about libraries: 1) there is a national climate of concern for all aspects of education, and 2) recent improvements in computer and communications technology are available to facilitate collection and transfer of statistical data.

The following action steps are recommended to NCES as ways of improving the program to collect and publish library statistics:

A. General Recommendations

1. Set up a system of communication with the library community which involves:

   a. Regular and timely consultation with experts in the library community. RFP's for all surveys should require an advisory committee of librarians knowledgable about the particular type of library being surveyed. In addition, NCES officials responsible for library surveys should be in regular contact with the Statistics Section of ALA's Library Administration and Management Association (LAMA). The Statistics Section has a Standing Committee on National Data Collection and Use. That Committee currently has eleven task forces working on specific problems and could be asked to form task forces to deal with problems of

concern to NCES at a particular time. Current chair of this Committee is Janice Feye-Stukas, a member of the advisory committee for this project. In the future, the name and location of the chair can be obtained from the Executive Director of LAMA who is employed at ALA in Chicago.

b. Regular publicity about upcoming surveys and results of past surveys. Long before a survey is conducted, all potential respondents should be informed about 1) what data they will be asked to provide, 2) when the survey forms will arrive at sampled libraries, and 3) when results will be published. This communication can easily be achieved by placing notices in the journals or newsletters issued by the specialist divisions of ALA. These are:

for public libraries:	Public Libraries contact the Executive Director of the Public Library Association at ALA in Chicago
for college/university libraries:	College and Research Libraries News contact the Executive Director of the Association of College and Research Libraries at ALA in Chicago
for school library media centers:	School Library Media Quarterly contact the Executive Director of the American Association of School Librarians at ALA in Chicago School Library Journal 205 East 42nd Street New York, NY 10017

In addition information should be released to the following general library periodicals:

LAMA Newsletter	contact Executive Director of LAMA at ALA in Chicago
American Libraries	50 East Huron Street Chicago, IL 60611
Library Journal	205 East 42nd Street New York, NY 10017
Wilson Library Bulletin	H. W. Wilson Company 950 University Avenue Bronx, NY 10452

Finally, information should be distributed to regular publications of state library agencies and state library associations. A list of these sources was sent to NCES in October 1984 at the request of Jean Brandes.

c. All of the sources recommended above should be contacted regarding publication of results. In addition, Deans and Directors of Schools of Library and Information Science should be notified. The ALA Accreditation Office provides a list of names and addresses of such schools which is revised semi-annually.

The actions described above will definitely have an influence on the response rate to individual surveys. If expert librarians are involved in drafting the survey instruments it is likely that questions will make sense to potential respondents. If the library community is well informed about what would be asked and when, librarians can prepare by collecting the right data in advance. Also, the publicity would create

a gentle peer pressure to provide data requested. Finally, the promise of timely results and the easy availability of those results makes it worthwhile for a potential respondent to fill in the form.

The library community will be more than happy to assist NCES in developing and implementing this communications program. ALA and its specialist divisions are in daily touch with experts in all aspects of librarianship. The Association has numerous publications which can be used to disseminate information about surveys. Many of them were named above. Also, state libraries and state library associations will very probably be willing to help. A list of their publications has been provided to NCES.

2. Make results available within one year of data collection. People are much more likely to respond if they know results will be available in time to be of use to them. Results are useful in planning and monitoring programs only if they are current.

3. Collect data annually from all three types of libraries. This could be perceived as a radical suggestion given the past history of NCES. But it is done for other aspects of education and should be done for libraries as well. When other recommendations in this report are implemented, annual data collection will be much easier to achieve.

4. Provide results in a machine-readable form that is easy to use and well documented. Several researchers described specific problems in using

the tapes. Kendon Stubbs, (University of Virginia Library), for example, noted that the format of the latest college/university tape is such that one institution takes up much more space on the tape than is necessary because there is a separate line for each data element for each library. This makes use of the tape unnecessarily cumbersome. Robert Williams (College of Library and Information Science, University of South Carolina) told us that he was unable to use the 1977/78 Public Library tape because the weighting formula is not described in the documentation. This is unfortunate as one important use of the NCES surveys is supposed to be providing information which researchers can use to do additional analysis.

5. In all cases where definitions are required use the National Information Standards Organization standard on library statistics.[1] The standard was most recently approved by the library community in 1983. Like all NISO standards it will be reapproved every five years. It represents the best current thinking of the field.

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[1]The National Information Standards Organization was established in 1984. Formerly, the standard setting organization in this field has been the American National Standards Committee on Library and Information Sciences and Related Publishing Practices, Z39. The new organization is now the official standard setting body. Like its predecessor it is affiliated with the American National Standards Institute which acts as its publisher.

6. Set up procedures to ensure that each copy of the form has instructions attached. The 1982 Public Library form was stapled in sets which contained: one copy of the form for "Responding Library", one for "State Library Agency", one for NCES. But only one set of instructions was attached. It seems likely that many potential "Responding Libraries" never saw the instructions which may explain why response rate was a problem. A similar situation occurred with the 1978 School Library Media Center Survey.

7. Include a copy of the form and instructions in the published report of results. Data is often meaningless if the reader does not know what was asked on the form or how terms were defined.

8. Explore possibility of having ALA publish NCES statistical reports. Part of the difficulty NCES encounters in getting results published seems to lie in government printing procedures. This could be avoided if arrangements could be worked out with ALA and/or its constituent units. ALA has already published two recent NCES reports (Library Data Collection Handbook in 1981, Library Human Resources: A Study of Supply and Demand in 1982.) ALA's Association of College and Research Libraries has published Library Statistics of College and University Libraries: Summary Data, 1979 and Library Statistics of College and Universities, 1982 Institutional Data. This type of partnership would make best use of the strong points of both agencies. NCES has skill in all aspects of survey research plus the clout of the Federal government which should encourage response. ALA has skill in publishing and many contacts in the library community which will ensure wide distribution of results.

9. Change the forms when appropriate because of changes in library service. This should not be done lightly but it is clear that change is a constant in the library world. Specialists advising on each survey should help in this area.

10. Continue to publish reports of statistics on special topics when these are needed. The recent report on Library Human Resources, produced in cooperation with the Office of Libraries and Learning Resources, and the 1978 report of Statistics on Networks and Cooperative Organizations (currently being updated) are two examples of such special reports that are extremely useful to all concerned with libraries.

11. Consider occasional conduct of surveys of libraries other than the three basic types of libraries considered in this study. An occasional survey of federal libraries, for example, or libraries serving state government would help to present a comprehensive picture of the library services available to the American people. Although this report focused on the three major types of libraries, a complete picture would include other types.

12. Make use of microcomputer technology whenever possible to collect and disseminate statistics. The report of the technical consultant (see Chapter V) makes suggestions in this regard.

B. RECOMMENDATIONS BY SPECIFIC LIBRARY TYPES

1. Public. Since all 50 state library agencies collect statistics annually from public libraries, it is recommended that NCES persuade these agencies to work with NCES to develop a form which could be used to collect basic data. Questions regarding data needed in specific states could be added to this form if the state wishes to do so. Instead of sending a form to each public library in the sample, NCES could then request a copy of the form from the sampled library's state library agency and use that form to create aggregate data tables. This would save effort and postage for NCES as well as for respondents who would be required to fill out only one form. Since completion of a statistical survey is a requirement for state aid in many states, individual libraries are more likely to complete a form sent by the state library agency than one coming from NCES.

Figure 1 is a graphic representation of the system which would result from following this recommendation plus the general recommendations in part A of this chapter. A recommended public library survey form is given in Chapter V.

Addendum: Three weeks before this Final Report was due the Principal Investigator attended a meeting of the Chief Officers of State Library Agencies (COSLA) and asked them about this recommendation. COSLA responded with the following resolution:

Moved that the COSLA endorse the concept of a national collection of core public library data by the NCES and that the Chief Officers individually and collectively resolve to ensure to the extent possible state cooperation with the national efforts.

This action paves the way for development of the cooperative public library statistics system proposed here. NCES should begin to work with COSLA to make this system operational.

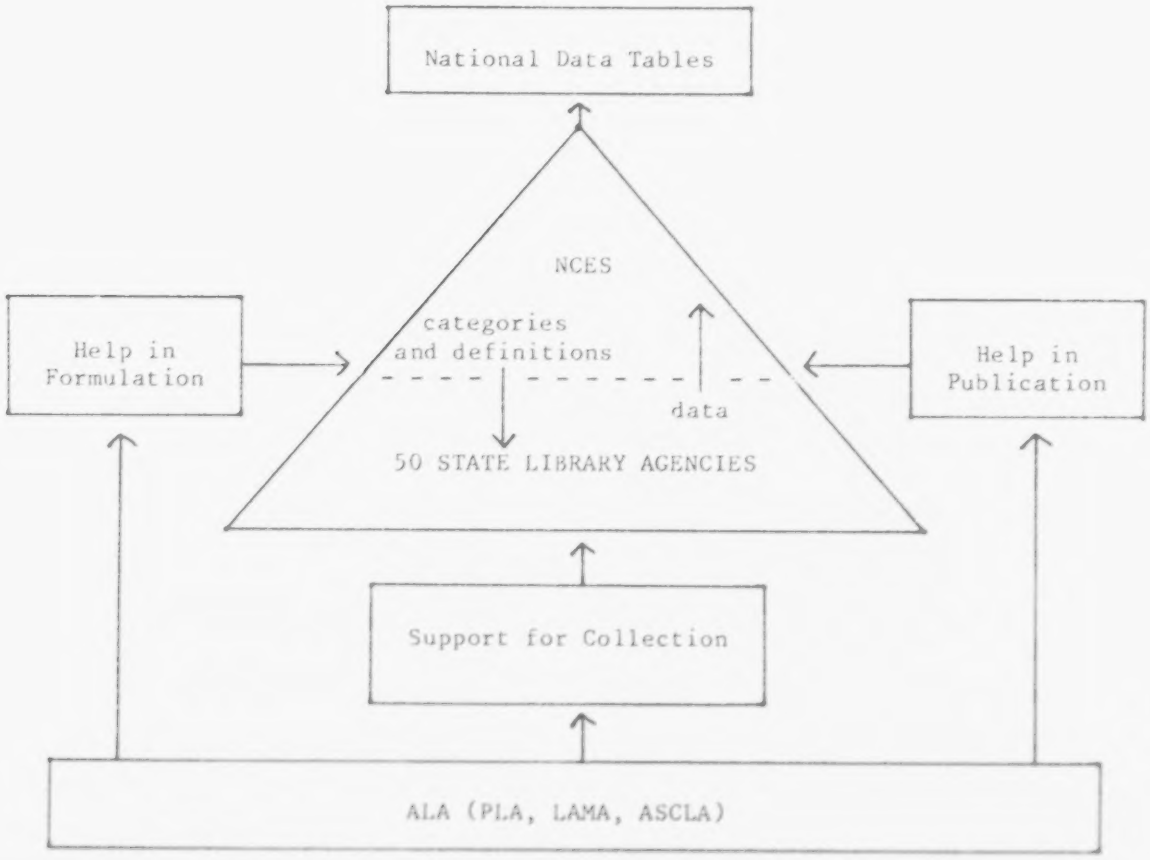

Figure 1. Data Collection From Public Libraries

2. College/University. Since the HEGIS system, which involves many local state agencies, works reasonably well for other aspects of higher education and since academic librarians are likely to feel some pressure from institutional administrators to complete a HEGIS form, it is recommended that the library survey continue to be a part of HEGIS but that it become one of the parts which is done annually. This recommendation assumes that HEGIS will continue to be conducted in approximately the same way even though changes are now being considered in the HEGIS system (i.e. a coordinated series of surveys of various aspects of colleges and universities). If HEGIS changes dramatically, NCES should consult the library community again regarding the college/university library survey. Figure 2 is a graphic representation of the system which would result from following this recommendation and the general recommendations in part A of this chapter. A recommended college/university survey form is included in Chapter V.

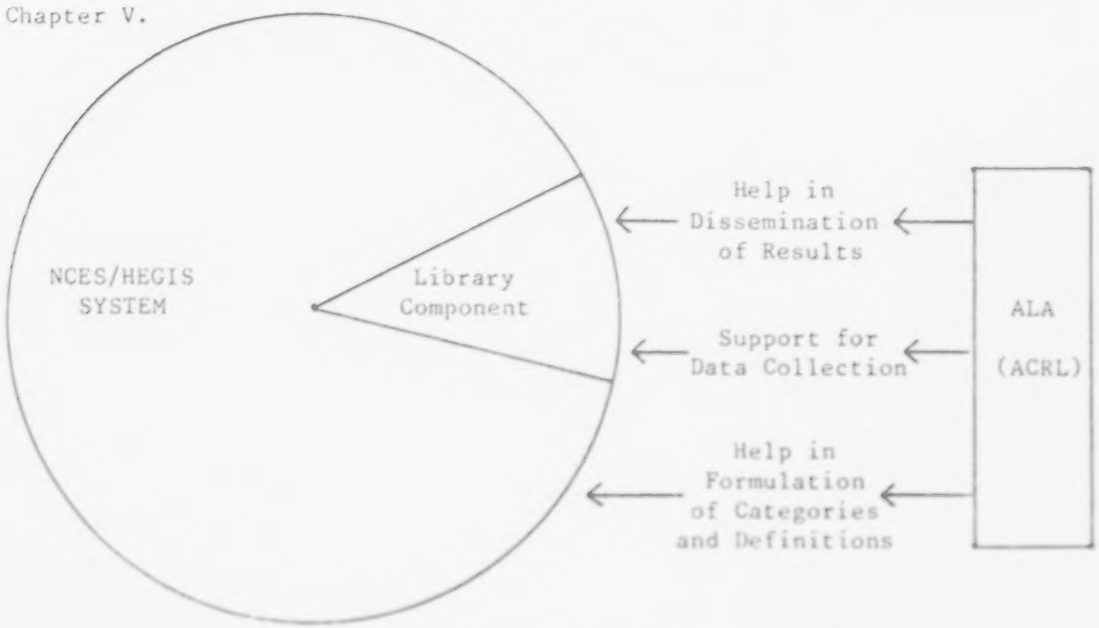

Figure 2. Data Collection From College/University Libraries

3. School Library/Media Centers. This is the most difficult area in which to recommend cooperation with states because there does not seem to be a current data collection system to which the school library survey could be attached. All state library agencies collect from public libraries and HEGIS collects library statistics, albeit not frequently enough. But only thirteen states collect school library statistics and there is no NCES data collection system for schools comparable to HEGIS. The Common Core of Data program does collect school data annually but the data collected is very brief and it is collected from states, not institutions. Therefore it seems likely that, for the time being at least, NCES must survey school libraries independently.

Figure 3 is a graphic representation of the system which would result from following this recommendation and the general recommendations in part A of this chapter. A recommended form for the survey of school library media centers is included in Chapter V.

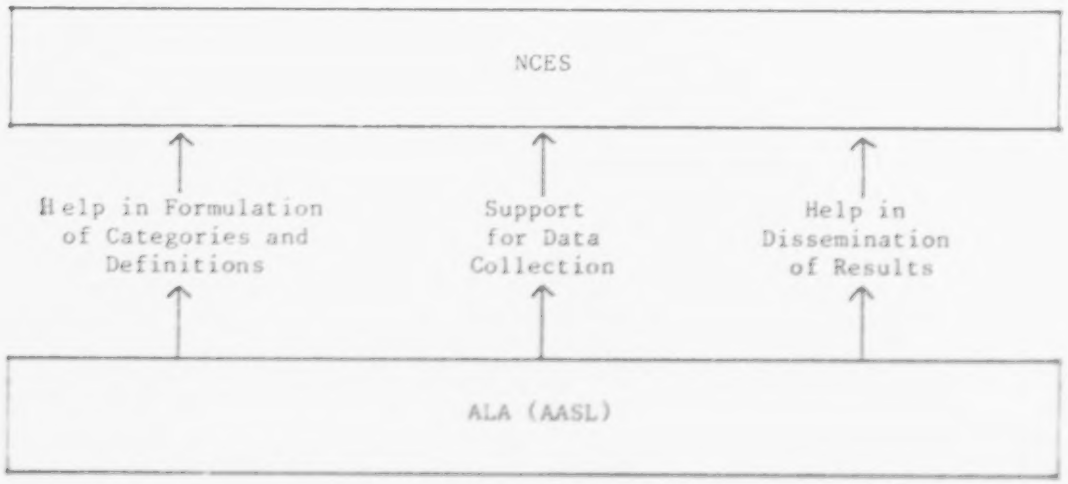

Figure 3. Data Collection From School Library Media Centers

C. CONCLUSION

This report presents a plan for the collection and publication of data about libraries which would enable NCES to take several giant steps toward the Ideal Data Collection System envisioned in Chapter II. The steps are well worth taking because the resulting statistics will help citizens and legislators concerned with the libraries of this nation, to ensure that the "vast learning resource" of American libraries is developed and utilized effectively. The American Library Association looks forward to the implementation of this report and stands ready to assist NCES in taking the steps proposed.

V. Report of Technical Consultant

TECHNOLOGY SUGGESTIONS:

ANALYSIS OF LIBRARY DATA COLLECTION

AND

DEVELOPMENT OF PLANS FOR THE FUTURE

prepared for

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Office for Research
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50 East Huron Street
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for a report to the National Center for Education Statistics
on Department of Education Contract #300-83-0246

by

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October 1984

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INTRODUCTION

PURPOSE

This report considers how microcomputers may present opportunities for NCES in the collection and dissemination of library statistics. The report is intended to stimulate thinking about the significance to NCES and its constituencies of revolutionary advances in technology and to suggest ways that the current products of these technical advances, particularly microcomputer technology, can be useful in helping NCES fulfill its role.

Microcomputer and telecommunications technologies are changing rapidly. The economics of buying and using microcomputers, as indicated by performance/cost figures, continue to improve. More computing power continues to be available for the same or lower costs with each new generation of computers, and a seven year old student with a home computer in 1984 has more computing power than the largest corporation had 35 years ago. Long distance telecommunications costs are decreasing, and it is expected that the local connection charge will ultimately dominate telecommunications costs, leading to a situation in which the cost of exchanging data is virtually independent of distance.

Because an increasing number of libraries and educational institutions have micros, it is appropriate and timely that we examine how NCES may take advantage of this changing technical environment in fulfilling its mission.

SCOPE

The subsequent sections outline ways in which currently available technology might make the collection and distribution of library statistics more effective and efficient. The emphasis is on microcomputer technology, particularly on the use of micros for collecting, analyzing, and using the data. However, many of the suggestions apply equally well to the use of minicomputers when they are available. The suggestions are considered in the following areas for school, public, and academic libraries:

- survey content--considerations of the questions being asked in the survey instruments
- collection techniques--ways in which the collection of data may be more effective and efficient
- access and analysis--opportunities for potential improvements in making the data available and the potential role of micros in analyzing the data obtained from the surveys

THE SURVEY QUESTIONS

The survey questions, with the changes as recommended by the NCES project team, cover **current** activities and uses of micros and expenditures for telecommunications. Because the number of schools and libraries using micros is judged to be increasing rapidly, it would be helpful for NCES and the audiences it serves to know about **future** plans and expectations for additional micros and software.

Information on future plans and expectations would enable more knowledgeable answers to the following questions:

- Can NCES expand the use of micros in the data collection process on the next survey?
- Are the needs of school libraries and media centers, as centers which often provide overall support for their institutions' microcomputer activities, likely to change over the next few years?
- Is there likely to be a discrepancy between classes of institutions that have micros (or are adopting them rapidly) and classes that do not have micros (or are adopting them more slowly)?

Answers to these questions would assist NCES in planning future data collection and analysis programs. Addressing these questions also would provide planning and policy guidance for other agencies whose missions are directed toward education. In addition to the needs of public institutions, the information on future plans and expectations could stimulate private sector investments in the design and production of software for libraries and schools. Such investments would accelerate the realization of benefits of microcomputers to students and library users.

Data on future plans and expected microcomputer activities are particularly desirable now because of the expanding use of micros in education, and it would be useful to have such data collected periodically (e.g., every two years) over the next decade. However, annual data on future plans and activities would not be required.

EFFICIENCY CONSIDERATIONS

The use of micros to collect data seems at first to offer the greatest opportunity for near-term benefits to the NCES data collection process. However, the apparent advantages of using micros may not be realized under all conditions.

For those who have used micros, the apparent advantage to creating a machine readable record of the data near the source (library or media center) is attractive. Such a step would eliminate the preset requirement for recording the data on paper, mailing the paper record to NCES (or its contractor), and then keying it into a computer (creating a machine record). The alternative scenario that might be envisioned is for the local library to key its data into a micro and then transmit the data to NCES (or its contractor) via a telecommunications link or mail a floppy disk that is then read into a larger computer for analysis.

Such an approach would be more efficient, it could be argued, because the person keying in the data is more knowledgeable about what the data should be (and thereby make fewer errors) and because the data in machine readable form can be transmitted and analyzed more quickly.

On the other hand, if the local data have been compiled and recorded manually, the same functions are required to get the data to NCES or its contractor in both scenarios. The mailing of paper is no more expensive than the mailing of a floppy disk or the electronic transmission of the data. Moreover, shifting the burden (and cost) of data entry to the local level will increase the total cost, since centralized data entry procedures can benefit from economies of scale and the use of persons trained for data entry.

Consequently, it is not readily apparent that recording the data locally in machine readable form leads to increased efficiencies in all cases. The opportunity for improved efficiency depends to some extent on the different categories of libraries and the present data collection practices in these categories. The paragraphs below discuss these different situations.

Public Libraries

Some states presently are keying in data collected from local libraries. Presuming these states could provide the data on standard tape or other machine readable form for NCES, this would eliminate a separate and redundant step of keying the data again at the federal level.

College/University Libraries

Combining the NCES library survey forms and coding activities with the HEGIS data collection activities on an annual basis would result in economies for both systems. These economies would not be dependent on any particular technology, but microcomputers could be used for data entry at the local level and either micros or minicomputers at the state level.

School Library/Media Centers

There appear to be only thirteen states which collect school library statistics, so there is limited opportunity for collecting data in cooperation with other current survey activities. However, there appears to be increasing interest in microcomputers at the administrative district levels, and it is likely that this level would be the appropriate level from which to collect the school library/media center statistics.

EFFECTIVENESS

The greatest benefits of having individual libraries create the machine readable data records arise from the potential for multiple use of the data. If recorded locally, the library could use the data for its own internal analysis using its micro and its own spreadsheet or database software. The state could compile and analyze the data at the state level, and NCES could compile and analyze the data from a national perspective. At each level, the costs of compilation and analysis are reduced if the data already are in machine readable form.

BARRIERS AND POTENTIAL SOLUTIONS

There are two major barriers to having local libraries key data into a micro: availability of micros at the library and the issue of compatibility. Both issues need to be addressed, but it is likely that NCES can influence directly only the compatibility issue.

The current method of data collection--filling out a paper-based questionnaire--is likely to continue to be necessary for many libraries. Moreover, the problem of incompatibility among microcomputers and software packages is likely to continue. Consequently, multiple collection methods, including the acceptance of paper-based questionnaires as well as machine-readable records, will be required for each of the three library categories and three processes by which NCES collects data.

Each category and process may have different requirements at the individual library level. However, if NCES acquires data from other organizations or agencies whenever feasible, neither NCES nor these intermediate agencies will need to deal with a large number of procedures or computer systems.

Public

Presuming that NCES can persuade state agencies to accept the recommended universal format for the questionnaire, the individual libraries can create machine readable records and transmit these records via telecommunications links or physically sending floppies to the state agency. The state agency, in addition to using the data itself, can in turn send the data by telecommunications link, floppy, or (most likely) magnetic tape to NCES or its contractor for the national compilation and analysis.

The computer incompatibility issue can be handled on a state-by-state basis, with each state supporting the collection of data on a limited number of microcomputer and software formats. The formats accepted would depend on the number of machines of each type in the state. Each state might accept data on Apple and IBM diskettes, for example, but some states might also accept data that has been recorded on the smaller Macintosh disk, others might accept the 8" TRS, still others might accept data on a Commodore 64 diskette. The data should be in one of a few generally accepted spreadsheet or data interchange formats (DIFs) supported by popular programs such as VisiCalc, Lotus 1,2,3, or dBase II. Each state would be responsible for deciding the number and specifications for each format to be supported, with NCES providing coding specifications and suggestions on the software and hardware specifications to be used.

At the state level, most state library agencies have, or could develop, ways to compile the data on libraries within their state on minicomputers or mainframes. The data could then be forwarded to the NCES contractor on magnetic tape in standard formats.

This approach should be more workable than attempting to support one or a few micro formats on a national basis. It promotes the benefits of collecting the data in machine readable form when feasible, permitting flexibility on the exact formats to be used within different states, yet preserving standards for the collection and coding of the data.

College/University

Presuming that NCES accepts the recommendation of combining the library survey with the HEGIS form on an annual basis, NCES could encourage colleges and universities to submit machine-readable responses to the surveys, similar to the approach for public libraries. However, for colleges and universities, it is likely that the types of microcomputers or minicomputers may depend on the size of the institution as much as on state-wide practices. Especially for this category of library, there is a reasonable likelihood that NCES can identify a limited number of formats that would enable it to collect machine readable data from across the country.

School Library/Media Centers

NCES likely must survey school libraries independently, probably at the administrative district level. It is reasonable to expect that most of the installed microcomputers will be of two or three types. However, prior to attempting to collect the survey data in machine readable form, it is recommended that the survey include a question on the availability and type of microcomputer which the districts have available for responding to the survey. Responses to this question will help determine the feasibility of collecting the data the following year in machine readable form and, if feasible, the types of formats that are most available to the respondents.

The value of the NCES data would be greatly enhanced if the data were more accessible to those users who have microcomputers. Users could perform their own analyses more efficiently, and the availability of data in microcomputer format undoubtedly would increase the number of users.

Improving the access to micro users might proceed in two stages. The first stage would make the data and the results of the analyses available as a database on Dialog, BRS, or one of the other database "retailers." The second stage would involve developing or encouraging specialized software that would permit individual libraries to conduct more detailed analyses and comparisons using the more detailed data in the database.

The first stage would provide libraries, researchers, public policy investigators, and others who have micros to download the data and manipulate it as they choose, placing it in word processing files for reports and other database analysis software programs (e.g., the many statistical analysis software packages available for microcomputers) for analysis. At this stage, however, moving the data into the applications software could be awkward without a standard applications software package. In the extreme, each user would have to develop procedures both for loading the data into the application software and for performing the analyses. The primary benefit at this stage is that the libraries and researchers would have online access to NCES data and analyses.

The second stage would provide the procedures that would facilitate comparing local data with national data. There could be two parts to this stage. One part of the program would permit the user of the database to use the database vendor's computer (e.g., the Source) to perform the desired analysis, and the analytic program would be resident on the host computer. The other part would permit loading the national data into popular microcomputer programs (e.g., dBase II or III and Lotus 1,2,3) for analysis by these programs on the local computer. With access to the national data, a local library could compare its data with other libraries of similar size or in similar situations.

The Chronicle of Higher Education and John Minter Associates offer a service similar to this second stage for data collected through HEGIS. **The Chronicle Data Service** provides selected HEGIS data in different "blocks" suitable for analysis by microcomputer applications programs. Data can be ordered in formats suitable for Lotus 1,2,3, Data Analyst, and NPL/NPL Report Writer. **The Chronicle Data Service** sells Data Analyst for the IBM PC and compatible computers and NPL/NPL Report Writer for several micros that use the MS DOS operating system. This

commercial service exemplifies the kind of access that could be available to all the NCES data.

Since at least this one commercial service is already operational, there are policy questions about how to make the other data available. One argument suggests that the Federal government should not offer any service that might be offered by a private company or commercial enterprise. Another argument suggests that the government's role is to make available all information it collects, assuring that some information does not become unavailable simply because the demand for that information if low (and, in a commercial environment, therefore expensive). However these arguments are addressed and resolved, the full value of the NCES data should be fully realized through improved access that enable users to benefit from the availability of microcomputers.

It is apparent that researchers, policy makers, and other users of the NCES data would benefit from online access. An examination of who is using the data, how they are using the data, and for what they need the data, might indicate the relative priority of developing online access such as described above. However, once such access is available, new users and new applications for the data are likely to emerge.

V. Recommended Survey Forms

The forms which follow this introduction were prepared by the Principal Investigator and the Advisory Committee using several tools: the most recent NCES form for the particular type of library, the standard on library statistics recently approved by the National Information Standards Organization (Z39), the charts of state data collection forms, and our knowledge of current trends in the field. We expect that each time NCES surveys each type of library, another advisory committee will recommend changes in these forms.

In developing the three recommended forms the Principal Investigator and Advisory Committee tried to keep them alike to the extent possible. If there was good reason to make them different, we did so but differences did not occur without reason. To the extent possible the order of categories is the same on all three forms and the titles for parts of the forms are identical. Definitions came from the same sources -- the National Information Standards Organization standard for library statistics.

Table Eight shows the major topics treated on all three forms. If a category appears on all three forms it is underlined.

Table Eight

Data to be Collected from the Three Types of Library:

Comparison of Recommended Forms

	Public	College/University	School
Public Service Outlets	X	X	
Staff	X	X	X
Staff--Highest Degree Earned			X
Income	X		X[1]
Expenditures (Standard Operating)	X	X	X
Selected Special Expenditures	X	X	X
Collection	X	X	X
Loan Transactions	X	X	X
Service per Typical Week	X	X	X[2]
Service per Typical Month			X
Service Fiscal Year	X	X	X
Technology	X		X
Pupil Membership, Classroom Teachers, etc.			X
Facilities			X

[1] In school chart, this topic is called "Source of Funds"

[2] In school chart, this topic is called "Library Use"

Analysis of Library Data Collection
and
Development of Plans for the Future

Final Report

to the National Center for Education Statistics (NCES)

on Department of Education Contract #300-83-0246

by

Mary Jo Lynch

Director

Office for Research

American Library Association

November 15, 1984

DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, DC 20202

PUBLIC LIBRARIES, 19XX

(Public Library Fiscal Year 19XX ending in Calendar Year 19XX)

Purpose of the survey. This survey will provide current information about public service outlets, holdings, staffing, income, expenditures, loan transactions, services, and hours and days open of public libraries. Furthermore, in connection with other NCES surveys, it will help provide a total picture of school, academic, and public libraries on a nation-wide basis.

Note: Please read instructions carefully before completing this form. Each library should include in its report data for all branches and other outlets that it operates, as well as data for the services and materials that it provides to other libraries, institutions, and organizations, and to all areas by contract or formal arrangement.

This report is authorized by law (20 U.S.C. 1221e-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

Please return the completed form to:

Name and Address of Public Library: (Make any needed corrections below, including ZIP code)

Person to contact (if necessary) concerning the information reported on this form:

Name
Title
Address
Phone

Part I -- Public Service Outlets, Fall 19XX

	Line #	Number
Central library	1	
Branches	2	
Bookmobiles	3	
Other public service outlets	4	

Part II -- Library Staff, Fall 19XX

	Line #	No. of FTE
Librarians	5	
All other paid staff (exclude plant operations and maintenance staff)	6	
Total paid staff (exclude plant operations and maintenance staff)	7	

Part III -- Library Income, by Source, Fiscal Year 19XX

Source	Line #	Amount (whole dollars only)
Local government	8	
State (exclude federal moneys distributed by state)	9	
Federal (include federal moneys distributed by state)		
--revenue sharing received for operating expenditures	10	
--revenue sharing received for capital expenditures	11	
--LSCA funds	12	
--other federal (specify)	13	
Gifts and donations (dollars only, exclude in-kind gifts)	14	
Other income	15	
Total income	16	

Part IV -- Library Expenditures, Fiscal Year 19XX

Expenditures	Line ##	Amount (Whole Dollars Only)
Section A. Standard Operating Expenditures		
Salaries and wages	17	
Fringe benefits	18	
Collections		
--print materials (excluding serial subscriptions and microforms)	19	
--serial subscriptions (include all physical formats)	20	
--microforms (except serial subscriptions	21	
--computer software	22	
--audiovisual materials	23	
--other materials	24	
Binding and rebinding	25	
Plant operation and maintenance	26	
Equipment	27	
All other operating expenditures	28	
Total operating expenditures	29	
Section B. Selected Special Expenditures		
Communications		
--postage	30	
--telecommunications	31	
Contracted computer services	32	
Online database searching	33	
Computer hardware	34	
Section C. Capital outlay for sites, buildings, remodeling of old buildings	35	

Part V -- Library Collection, Fiscal Year 19XX

Category	Line #	/Added During/Fiscal Year	/Held at End /of Fiscal Year
Books and Serials and Government Documents (include bound periodicals and newspapers and exclude microforms)			
--no. of volumes	36		
--no. of titles*	37		
--no. of government documents (not already counted)	38		
Current serial subscriptions (includes periodicals and newspapers in any format			
--no. of titles* (include government documents)	39		
Microforms			
--no. of book titles* represented by microforms	40		
--no. of serial titles* represented by microforms	41		
--no. of government document titles* represented by microforms and not already counted	42		
--total no. of physical units of all types of microforms	43		
Audio materials, no. of titles*	44		
Films, no. of titles*	45		
Video materials, no. of titles*	46		
Machine-readable materials, no. of titles*	47		
Other library materials, no. of titles*	48		

*exclude duplicate copies

Part VI -- Library Loan Transactions, Fiscal Year 19XX

Category	Line #	Number
Circulation transactions		
--adult	49	
--juvenile	50	
Total registered borrowers	51	
Interlibrary loans		
--provided to other libraries	52	
--received from other libraries	53	

Part VII -- Library Service Per Typical Week, Fall 19XX

	Line #	Number
Public service hours per typical week	54	
Total attendance in library per typical week	55	
In-library use of library materials per typical week	56	
Total reference transactions per typical week	57	
Total directional transactions per typical week	58	

Part VIII -- Library Service, Fiscal Year 19XX

Public service hours, annual	59	
Information service to groups		
--no. of presentations	60	
--total no. of persons served	61	
Online database searches	62	

Part IX -- Technology

Line #

Are microcomputers available to the public?

___ yes 63

if yes, circle one: free, fee, some fee, some free 64

___ no 65

Is online database searching provided to the public?

___ yes 66

if yes, circle one: free, fee, some fee, some free 67

___ no 68

Is the library involved in cable TV?

___ yes 69

___ no 70

Department of Education
National Center for Education Statistics
Public Libraries, 19XX

Notes

1. The attached form is recommended to NCES for use as soon as possible after the end of this project (November, 1984). The Advisory Committee and Principal Investigator recommend, however, that before a survey is actually done an advi- sory committee of public library experts be convened. We also recommend that NCES persuade the state library agencies to use the form at the state level. Some changes may be necessary if the form is to be acceptable to all states.

2. It is recommended that the items on this form be included every year on the annual NCES survey of public libraries. It is also recommended that data on the following additional topics be collected on a cyclical basis or in special studies:

library physical facilities	i.e., square feet, shelving capacity, seating capacity (cyclical)
volunteer workers	(special)
in-kind income	(special)

3. The elaborate matrix on Library Technology (page 5 on 1982 form) is not recommended for inclusion in future forms. If NCES is under some obligation to collect data of this type, we suggest the simpler matrix given below:

Library Automation

Enter an "X" for each library service which is performed using computers and indicate if the work is done in-house or by contract or by a combination of both.

Process	In-House Work	Contracted Services	Both In-house and Contract
Acquisitions			
Public Access Catalog			
Cataloging			
Reference			
Circulation			
Interlibrary Loan			
Serials Control			
Administrative Uses			
Other (specify)			

4. In Part I, Public Service Outlets, the four types of outlets must not be totaled as they represent very different types of places. Tables 6 and 7 of the 1977-78 Statistics of Public Libraries should not be repeated.

Department of Education
National Center for Education Statistics
Washington, DC 20202

PUBLIC LIBRARIES, 19XX

PLEASE READ THESE INSTRUCTIONS BEFORE COMPLETING THIS FORM. Definitions are important to ensure comparability of data from different libraries. For the most part, definitions in these instructions were taken from the standard for library statistics approved by the National Information Standards Organization (Z39).

Do not leave any items blank. Enter "0" if the appropriate entry for an item is zero or "none". Enter "N/A" if an item does not apply to your library. If an exact figure is not available for a particular item, but it is known that the amount is greater than zero, ENTER AN ESTIMATE OF THE AMOUNT. Indicate that the figure is an estimate by parentheses. Estimates are important if exact data are not available.

INSTRUCTIONS

TIME PERIOD COVERED. Parts I, II, VII and IX are for Fall 19XX. Parts III, IV, V, VI, and VIII are for the fiscal year that ENDED during the calendar year of January 1, 19XX through December 31, 19XX.

QUESTIONS. If you have any questions, write to the National Center for Education Statistics, ATTN: Learning Resources Branch, 400 Maryland Avenue SW, Washington, DC 20202, or call: _____.

PART I - NUMBER OF PUBLIC SERVICE OUTLETS

Use this section to report all service outlets as defined below. Service

units that are NOT OPEN TO THE PUBLIC are NOT to be reported as public service outlets.

CENTRAL LIBRARY (Line 1). The single unit library or the unit where the principal collections are kept and handled. Also called Main Library. Some county, multicounty and regional library systems may not have a main library. Some systems may have an administrative center which is separate from the principal collections and is not open to the public.

BRANCH LIBRARIES (Line 2). Branch libraries are auxiliary units which have all of the following: (1) separate quarters, (2) a permanent basic collection of books, (3) a permanent staff, and (4) a regular schedule for opening to the public. They are, however, administered from a central unit. Regional or divisional centers should be counted as branches.

BOOKMOBILE (Line 3). A truck or van especially equipped to carry books and other library materials and serve as a traveling branch library. Count vehicles, not stops.

OTHER PUBLIC SERVICE OUTLETS (Line 4). Include collections in nursing homes, prisons, etc.

PART II - LIBRARY STAFF, FALL 19XX

N.B. Include unfilled positions if a search is currently underway.

FULL-TIME EQUIVALENT EMPLOYEES. The sum of full-time employees plus a count of the number of persons who would be in a particular category when the time spent by part-time persons is summed and divided by the time spent by a full-time person. To compute full-time equivalents (FTE) of part-time employees, take the number of hours worked per week by a part-time employee and divide it by the number of hours CONSIDERED BY THE REPORTING LIBRARY TO BE A FULL-TIME WORK WEEK. (E.g., 60 hours per week of part-time work divided by

40 hours per full-time week equals 1.5 FTE, or 60 hours per week of part-time work divided by 35 hours per full-time week equals 1.7 FTE).)

LIBRARIAN (Line 5). A staff member doing work that requires professional training and skill in the theoretical or scientific aspect of library work, or both, as distinct from its mechanical or clerical aspect. The usual educational requirement is a master's degree (or its historical antecedent) from a library education program approved by the American Library Association.

PART III - LIBRARY INCOME BY SOURCE

LOCAL GOVERNMENT SOURCES (Line 8). All revenue and nonrevenue receipts allocated by the community, district, or region of the public library, and available for expenditure by the public library. Do NOT include here the value of any contributed or in-kind services and the value of any gifts and donations, fines or fees.

STATE SOURCES (Line 9). All revenue from funds collected by the State and distributed to public libraries for expenditure by the public libraries, except for Federal moneys distributed by the States.

FEDERAL SOURCES (Lines 10-13). All revenue from funds collected by the Federal Government and distributed to public libraries for expenditure by the public libraries, including Federal moneys distributed by the States.

REVENUE SHARING (Lines 10-11). All revenue from the Federal Government, under the Federal Revenue Sharing Programs, and distributed to public libraries for expenditure by the public libraries, including such Federal moneys distributed by the State.

LIBRARY SERVICES AND CONSTRUCTION ACT (LSCA) FUNDS (Line 12). All funds from the LSCA distributed to public libraries for expenditure by the public libraries.

OTHER FEDERAL (Line 13). All revenue from the Federal Government except revenue received under the Federal Revenue Sharing Programs, and distributed to public libraries for expenditure by the public libraries, including such Federal moneys distributed by the State.

GIFTS AND DONATIONS (Line 14). Report all gifts and donations of money from all sources. Include interest on gifts of money. Do NOT include the value of gifts and donations of books and other library materials and equipment.

OTHER INCOME (Line 15). Report all income other than that given in Lines 8 through 14. This amount is the difference between the sum of the income reported in Lines 8 through 14 and the total income, reported in Line 16. Do NOT include the value of any contributed services or the value of "in-kind" gifts and donations.

PART IV - LIBRARY EXPENDITURES FROM ALL SOURCES, FISCAL YEAR 19XX

Part IV has been divided into three sections in order to facilitate reporting. All operating expenditures should be reported in Section A, Standard Operating Expenditures, which includes specific lines for items that appear in most library operating budgets (lines 17-27). All other expenses should be reported on line 28 so that line 29 IS A TOTAL OF ALL OPERATING EXPENDITURES. Section B, Selected Special Expenditures, includes lines for expenditures which may appear in different places on different library budgets. (For example, online database searching may be considered under collection expenditures in some libraries. In others it may be reported under "other operating expenditures.") It is expected that amounts reported in Section B have already been reported in Section A. They are requested here, however, so that trends in these important areas may be documented. Section C requests information on capital expenditures.

AMOUNT. To insure accurate reporting, consult your business officer regarding this section. Report only such monies expended during the 19XX fiscal year,

regardless of when the monies may have been received from Federal, State, local, or other sources. Report all expenditures as whole dollars only, omit cents.

SALARIES AND WAGES (Line 17). This amount should be the salaries and wages for all library staff except plant operation and maintenance staff for the 19XX fiscal year. Include salaries and wages before deductions, but exclude "fringe benefits."

FRINGE BENEFITS (Line 18). The benefits outside of salary and wages paid and accruing to an employee, regardless of whether the benefits or equivalent cash options are available to all employees. Include amounts spent by the library for direct, paid fringe benefits including Social Security, retirement, medical insurance, life insurance, guaranteed disability income protection, unemployment compensation, workmen's compensation, tuition, and housing benefits. If these benefits are not paid from the library budget mark N/A.

PRINT MATERIAL (Line 19). Material consisting primarily of words and usually produced by making an impression with ink on paper. Included in this category are materials that do not require magnification: books, bound periodicals, government documents, braille material, ephemeral print material, and the like.

SERIAL (Line 20). A publication issued in successive parts, usually at regular intervals, and as a rule, intended to be continued indefinitely. Serials include periodicals, newspapers, annual (reports, yearbooks, etc.), memoirs, proceedings, and transactions of societies.

MICROFORM (Line 21). A photographic reproduction of textual, tabular, or graphic material reduced in size so that it can normally be used only with magnification. The two main types of microforms are microreproductions on transparent material, including roll microfilm, aperture cards, microfiche, and ultrafiche, and reproductions on opaque material.

COMPUTER SOFTWARE (Line 22). Programs, procedures, and associated

documentation that instruct the computer to perform certain types of tasks, in contrast to the physical components or devices of a computer (hardware).

AUDIOVISUAL MATERIALS (Line 23). The library materials that are displayed by visual projection or magnification or through sound reproduction, or both, including graphic material, audio material, motion pictures, and video material; also the special visual materials such as cartographic and three-dimensional material.

OTHER MATERIALS (Line 24). Include all expenditures for materials not reported in lines 19-23.

BINDING AND REBINDING (Line 25). Report only expenditures paid to commercial binderies for all binding and rebinding of books and periodicals during the 19XX fiscal year. Do NOT allocate wages, materials, etc., for binding.

PLANT OPERATION AND MAINTENANCE (Line 26). OPERATION OF PLANT consists of the housekeeping activities concerned with keeping the physical plant open and ready for use. It includes cleaning, disinfecting, heating, lighting, communications, power, moving furniture, handling stores, caring for grounds, and other such housekeeping activities as are repeated somewhat regularly on a daily, weekly, monthly, or seasonal basis. Include minor repairs (e.g. broken windows). Include salaries of staff if paid from library budget.

EQUIPMENT (Line 27). Include expenditures for all library equipment purchased during the 19XX fiscal year. Includes microform equipment, audiovisual equipment and computer related equipment.

OTHER OPERATING EXPENDITURES (Line 28). Include all expenditures other than those given in lines 17-27.

POSTAGE (Line 30). Include all expenditures for postage and delivery, including U.S. Mail and commerical delivery services during the 19XX fiscal year.

TELECOMMUNICATIONS (Line 31). Include separately billed expenditures for all types of telephone service and for such services as electronic mail, teleconferencing, telefacsimile, teletype, telex.

CONTRACTED COMPUTER SERVICES (Line 32). Include any costs related to purchased library services done for your library on computers by a computerized library network, computerized cooperative library organization or by a commercial organization providing library services. Associated telecommunications costs may be included.

ONLINE DATABASE SEARCH (Line 33). A reference transaction in which the source utilized is one or more databases searched online by computer.

CAPITAL OUTLAY (Line 35). Report all expenditures during the 19XX fiscal year which resulted in the acquisition of fixed assets or additions to fixed assets, except for the purchase of library equipment (reported in Line 27). Includes expenditures for sites, buildings, additions to buildings, remodeling of buildings.

PART V -- LIBRARY COLLECTIONS

ADDED DURING FISCAL YEAR. Report gross number added. Do NOT subtract the number withdrawn.

BOOK (Line 36). A nonperiodical printed publication bound in hard or soft covers, or in loose-leaf format, of at least forty-nine pages, exclusive of the cover pages; or a juvenile nonperiodical publication of any length bound in hard or soft covers.

SERIAL (Line 36). A publication issued in successive parts, usually at regular intervals, and as a rule, intended to be continued indefinitely. Serials include periodicals, newspapers, annual (reports, yearbooks, etc.), memoirs, proceedings, and transactions of societies.

GOVERNMENT DOCUMENT (Line 36). Any publication in book, serial, or other form of library material that is published by a government agency, e.g., the publications of federal, state, local, and foreign governments and of intergovernmental organizations to which governments belong and appoint representatives, such as the United Nations, Organization of American States, and the Erie Basin Commission.

PERIODICAL (Line 36). A publication in any medium intended to appear indefinitely at regular or stated intervals, generally more frequently than annually. Individual issues are numbered consecutively or dated and normally contain separate articles, stories, or other writings. Newspapers disseminating general news, and the proceedings, papers, or other publications of corporate bodies primarily related to their meetings, are not included in this term.

NEWSPAPER (Line 36). A serial that is designed mainly to be a source of written information on current events. It may also include articles as well as illustrations, advertising, legal notices, and vital statistics. Newspapers appear with a masthead and are usually printed on newsprint without a cover.

VOLUME (Line 36). For reporting purposes, a volume is a physical unit of any printed, typewritten, handwritten, mimeographed, or processed work, contained in one binding or portfolio, hardbound or paperbound, which has been cataloged, classified, and/or otherwise made ready for use.

TITLE (Line 37). For reporting purposes, a title is a publication which forms a separate bibliographic whole, whether issued in one or several volumes, reels, discs, slides, or parts. It applies equally to printed materials, such as books and periodicals, as well as to audiovisual materials and microforms.

Report the number of items for which a separate shelflist card has been made. (SHELFLIST: A record of materials in a library, arranged in the order in which the materials stand when they are shelved or stored.) Thus, six copies of the same edition of a title count as one title; two editions of the same title which have been cataloged or recorded separately count as two

titles; a set of six items for which six shelflist cards have been made counts as six titles; and two sets of the same edition for which one shelflist card has been made count as one title.

METHOD FOR ESTIMATING THE NUMBER OF TITLES IN THE COLLECTION:
A library which does not maintain a title count of its various collections, and that cannot easily count the number of separate shelflist cards, should use the following method for estimating this count:

1. Pressing the cards tightly together, measure the total number of inches in the shelflist.
2. Using the same amount of pressure, measure one inch of cards in the shelflist. Count the number of titles contained in the inch.
3. Repeat step 2 at regular intervals (for example, count one inch in every foot, or in every three feet, or other pre-established interval) to ensure measuring at least seven sample inches distributed throughout the shelflist.
4. Average the number of titles per inch in the samples. If any sample varies from the average by more than four cards, repeat steps one through four, applying more even pressure to the cards.
5. Multiply the average titles per inch by the total number of inches of cards in the shelflist.

CURRENT SERIAL SUBSCRIPTIONS (Line 39). Report number of titles subscribed to, and not number of individual issues (exclude duplicate subscriptions).

MICROFORM (Lines 40-43). A photographic reproduction of textual, tabular, or graphic material reduced in size so that it can be used only with magnification. The two main types of microforms are microreproductions on transparent material, including roll microfilm, aperture cards, microfiche, and ultrafiche, and reproductions on opaque material.

AUDIO MATERIAL (Line 44). A generic term for material on which sounds (only) are stored (recorded) and that can be reproduced (played back) mechanically or electronically, or both. This includes audiocassettes, audiocartridges,

audiodiscs, audioreels, talking books, and other sound recordings.

FILMS (Line 45). The term film is used interchangeably with "motion picture" which is a length of film, with or without recorded sound, bearing a sequence of images that create the illusion of movement when projected in rapid succession (usually 18 or 24 frames per second). Motion pictures are produced in a variety of sizes (8, super 8, 16, 35, 55, and 70 mm) and a variety of formats (cartridge, cassette, loop, and reel). Common motion picture sizes in instructional use are 8mm, super 8mm, and 16mm.

VIDEO MATERIAL (Line 46). A generic term for material on which both pictures and sound are recorded. Electronic playback reproduces both pictures and sounds using a television receiver or monitor.

MACHINE-READABLE MATERIAL (Line 47). Material in a form designed to be processed by a machine, usually a computer, either as input or as output, that has data recorded on it in some form. These materials include data files and computer program files. Typically, these files are stored on such media as punched cards, paper tape, magnetic tape and discs, and digital videodiscs. This excludes computer output that is eye-legible or can be read with magnification. Include microcomputer software.

OTHER (Line 48). Include all materials not already reported.

PART VI -- LIBRARY LOAN TRANSACTIONS, FISCAL YEAR 19XX

CIRCULATION TRANSACTION (Lines 49-50). The act of lending an item from the library's collection for use generally (although not always) outside the library. This activity includes charging, either manually or electronically, and also renewals, each of which is reported as a circulation transaction.

TOTAL REGISTERED BORROWERS (Line 51). Report the total number of registered borrowers for your library as of the last day of your most recent fiscal year.

If figure is not available for that date, report for a date during Fall, 19XX.

A registered borrower is a library user who has applied for and received an identification number or card from the public library which establishes the conditions under which he may borrow library materials.

INTERLIBRARY LOAN (Lines 52-53). A transaction in which library material, or a copy of the material, is made available by one library to another upon request. It includes both lending and borrowing. The libraries involved in interlibrary loan are not under the same administration.

PART VII -- SECTION A, LIBRARY SERVICE PER TYPICAL WEEK, FAll 19XX

If data were collected during a typical week in Fall, 19XX, record figures here. Otherwise, collect data during the next typical week and record here.

TYPICAL WEEK (Lines 54-58). A typical week is a week in which the library is open its regular hours, containing no holidays. It is seven consecutive calendar days, from Sunday through Saturday, or whatever days the library is open during that period.

PUBLIC SERVICES HOURS PER TYPICAL WEEK (Line 54). Consider both main library and branches using the following method. If a library is open from 9:00 am to 5:00 pm Monday through Friday, it should report 40 hours per week. If several of its branches are also open during those hours, the figure remains 40 hours. Should Branch A also be open one evening from 7:00 to 9:00, the total hours during which users can find service becomes 42. If Branch B is open the same hours on the same evening the total remains 42, but if it is open 2 hours on another evening, or from 5:00 to 7:00 on the evening when Branch A is open later, the total becomes 44 hours during which users can find service.

TOTAL ATTENDANCE IN LIBRARY PER TYPICAL WEEK (Line 55). Report the total number of persons entering the library per typical week including persons

attending activities, meetings, and those persons requiring no staff services.

IN-LIBRARY USE OF LIBRARY MATERIALS PER TYPICAL WEEK (Line 56). Report the total number of materials utilized in the library, but not checked out. They include reference books, periodicals, book stock, and all other library materials that are used WITHIN the library. For one method of counting inlibrary use see Output Measures for Public Libraries (ALA, 1982).

TOTAL REFERENCE TRANSACTIONS PER TYPICAL WEEK (Line 57). Report the total reference transactions per typical week. A reference transaction is an information contact which involves the knowledge, use, recommendations, interpretation, or instruction in the use of one or more information sources by a member of the library staff. Includes information and referral service. Information sources include printed and non-printed materials, machine-readable data bases (including computer-assisted instruction), catalogs and other holdings records, and, through communication or referral, other libraries and institutions, and persons both inside and outside the library. A contact that includes both reference and directional services should be reported as one reference transaction. When a staff member utilizes information gained from previous use of information sources to answer a question, report as a reference transaction, even if the source is not consulted again during this transaction. Duration should not be an element in determining whether a transaction is reference or directional.

TOTAL DIRECTIONAL TRANSACTIONS PER TYPICAL WEEK (Line 58). Report the total directional transactions per typical week. A directional transaction is an information contact which facilitates the use of the library in which the contact occurs and which does NOT involve the knowledge, use, recommendation, interpretation, or instruction in the use of, any information sources other than those which describe that library, such as schedules, floor plans, handbooks, and policy statements. Examples of directional transactions include giving instrucion for locating, within the library, staff, library users, or physical features, etc., and giving assistance of a non-bibliographic nature with machines.

PART VIII -- LIBRARY SERVICE, FISCAL YEAR 19XX

PUBLIC SERVICE HOURS, ANNUAL (Line 59). Count both main library and branches using the following method. If the main library is open 60 hours per week (60 times 52 weeks = 3120), less 5 days of 10 hours each closed for holidays, the main library total is 3120 less 50 = 3070 hours. If 3 branch libraries are also open the same number of hours as the main library (regardless of whether or not all facilities are open at the same time) the annual aggregate for the library is 4 times 3070 = 12,280 hours.

INFORMATION SERVICE TO GROUPS (Lines 60-61). An information contact in which a staff member or person invited by a staff member provides information intended for a number of persons and planned in advance. Information service to groups may be either bibliographic instruction or library use presentations, or it may be cultural, recreational, or educational presentations. Presentations both on and off the library premises are included, as long as they are sponsored by the library. Does not include meetings sponsored by other groups using library meeting rooms.

ONLINE DATABASE SEARCH (Line 62). A reference transaction in which the source utilized is one or more databases searched online by computer.

PART IX -- TECHNOLOGY

MICROCOMPUTER (Line 63). A small computer system, consisting of hardware and software, whose main processing blocks are made of semiconductor integrated circuits (IC). The hardware of a microcomputer consists of a Central Processing Unit (CPU), an input/output unit, and memory. Microcomputers are functionally the same as minicomputers and mainframe computers, the difference being in the capability with which they can store and handle information and the speed at which they can process it. "Home computers," "personal computers," and "business computers" are all types of microcomputers that are, in turn, distinguished largely by their internal memory and storage capacity

and price. If one or more microcomputers is (are) available to the public indicate "yes" and note if such use is free, for fee or may be either depending on circumstances.

ONLINE DATABASE SEARCH (Line 66). A reference transaction in which the source utilized is one or more databases searched online by computer. If online database searching is available to the public indicate yes and note if such service is free, for fee or may be either depending on circumstances.

CABLE TELEVISION (Line 69). The transmission of television programs received from regular broadcasting stations by a common antenna, and of locally initiated programs on magnetic tape and films or live to cable subscribers in a designated area. Reception by cable is usually high quality, and cable stations may transmit many programs at the same time. Libraries may use a free channel allocated to education. Indicate yes if the library is involved with cable television in any way.

DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, DC 20202

HIGHER EDUCATION GENERAL INFORMATION SURVEY
COLLEGE/UNIVERSITY LIBRARIES, 19XX

Each item on this page should be completed by all institutions. Please return the completed form either directly to Department of Education, National Center for Education Statistics, 400 Maryland Avenue SW (Presidential Building, Suite 205, Attention: HEGIS) Washington DC 20202, or to HEGIS COORDINATOR, if there is a HEGIS coordinator in your state.

Name and Mailing Address of Institution or Campus Covered by this Report:

Name and Title of Respondent:

Telephone Number of Respondent:

Please note that each institution, branch, campus or other entity separately certified by the Division of Eligibility and Agency Evaluation (DEAE) of the U.S. Department of Education, with its own FICE code, and listed separately in the Education Directory--College and Universities, should be reported on a separate survey form and not included or combined with any other such certified unit. On the other hand, all library units at the institution, branch, or campus, including medical and law schools, and any other academic library, should be included in the report of the appropriate institution, branch, or campus. If any such units are not included in this report, please list them below. If necessary, continue on attached sheet.

Name and address of library NOT included in this report:

If the educational organization or entity covered by this survey report is part of a multi-campus institution or part of a system of institutions, please enter the name of the institution or system below. If not applicable, check here: ____

Part I -- Public Service Outlets, Fall 19XX

	Line #
Branches	1

Part II -- Library Staff

	Line #	No. of FTE
Librarians	2	
All other paid staff (exclude plant operation and maintenance and students)	3	
Student help from all funding sources	4	
Total paid staff (exclude plant operation and maintenance)	5	

Part III -- Library Expenditures, Fiscal Year 19XX

	Line ##	Amount (Whole Dollars Only)
Section A. Standard Operating Expenditures:		
Salaries and wages	6	
Fringe benefits	7	
Collections		
--print materials (excluding serial subscriptions and microforms)	8	
--serial subscriptions (include all physical formats)	9	
--microforms (except serial subscriptions)	10	
--computer software	11	
--audiovisual materials	12	
Binding and rebinding	13	
Equipment	14	
All other operating expenditures	15	
Total operating expenditures	16	
B. Selected Special Expenditures:		
Communications		
--postage	17	
--telecommunications	18	
Contracted computer services	19	
Online database searching	20	
Computer hardware	21	

Part IV -- Library Collection, Fiscal Year 19XX

Category	Line #	Added During Fiscal Year	Held at End of Fiscal Year
Books and Serials and Government Documents (include bound periodicals and newspapers and exclude microforms)			
--no. of volumes	22		
--no. of titles*	23		
--no. of government document titles*	24		
Current serial subscriptions (includes periodicals and newspapers			
--no. of titles* (include government documents)	25		
Microforms			
--no. of book titles* represented by microforms	26		
--no. of serial titles* represented by microforms	27		
--no. of government document titles* represented by microforms and not already counted	28		
--total no. of physical units of all types of microforms	29		
Manuscripts and archives (in linear feet)	30		
Cartographic materials, no. of units	31		
Graphic materials, no. of units	32		
Audio materials, no. of titles	33		
Films, no. of titles	34		
Video materials, no. of titles	35		
Machine-readable materials, no. of titles	36		
Other library materials, no. of titles	37		

*exclude duplicate copies

Part V -- Library Loan Transactions, Fiscal Year 19XX

Category	Line #	Number
Circulation transactions		
--general collection	38	
--reserve collection	39	
Interlibrary loans		
--provided to other libraries	40	
--received from other libraries	41	

Part VI -- Library Service Per Typical Week, Fall 19XX

	Line #	Number
Public service hours per typical week	42	
Total attendance in library per typical week	43	
In-library use of library materials per typical week	44	
Total reference transactions per typical week	45	
Total directional transactions per typical week	46	

Part VII -- Library Service, Annual, Fiscal Year 19XX

Public service hours, annual	47	
Information service to groups per typical week		
--no. of presentations	48	
--total no. of persons served	49	
Online database searches	50	

Part IV -- Library Collection, Fiscal Year 19XX

Category	Line #	Added During Fiscal Year	Held at End of Fiscal Year
Books and Serials and Government Documents (include bound periodicals and newspapers and exclude microforms)			
--no. of volumes	22		
--no. of titles*	23		
--no. of government document titles*	24		
Current serial subscriptions (includes periodicals and newspapers			
--no. of titles* (include government documents)	25		
Microforms			
--no. of book titles* represented by microforms	26		
--no. of serial titles* represented by microforms	27		
--no. of government document titles* represented by microforms and not already counted	28		
--total no. of physical units of all types of microforms	29		
Manuscripts and archives (in linear feet)	30		
Cartographic materials, no. of units	31		
Graphic materials, no. of units	32		
Audio materials, no. of titles	33		
Films, no. of titles	34		
Video materials, no. of titles	35		
Machine-readable materials, no. of titles	36		
Other library materials, no. of titles	37		

*exclude duplicate copies

Part V -- Library Loan Transactions, Fiscal Year 19XX

Category	Line #	Number
Circulation transactions		
--general collection	38	
--reserve collection	39	
Interlibrary loans		
--provided to other libraries	40	
--received from other libraries	41	

Part VI -- Library Service Per Typical Week, Fall 19XX

	Line #	Number
Public service hours per typical week	42	
Total attendance in library per typical week	43	
In-library use of library materials per typical week	44	
Total reference transactions per typical week	45	
Total directional transactions per typical week	46	

Part VII -- Library Service, Annual, Fiscal Year 19XX

Public service hours, annual	47	
Information service to groups per typical week		
--no. of presentations	48	
--total no. of persons served	49	
Online database searches	50	

Department of Education
National Center for Education Statistics
Washington, DC 20202

COLLEGE/UNIVERSITY LIBRARIES, 19XX

READ THESE INSTRUCTIONS BEFORE COMPLETING THIS FORM. Definitions are important to ensure comparability of data from different libraries. For the most part, definitions in these instructions were taken from the standard for library statistics approved by the National Information Standards Organization (Z39).

Do not leave any items blank. Enter "0" if the appropriate entry for an item is zero or "none". Enter "N/A" if an item does not apply to your library. If an exact figure is not available for a particular item, but it is known that the amount is greater than zero, ENTER AN ESTIMATE OF THE AMOUNT. Indicate that the figure is an estimate by parentheses. Estimates are important if exact data are not available. Mail the completed form to your coordinating State library agency. If you do not have a coordinating State library agency, mail the completed form to: _____

INSTRUCTIONS

TIME PERIOD COVERED. Parts I, II, and VI are for Fall 19XX. Parts III, IV, V, and VII are for the fiscal year that ended during the calendar year of January 1, 19XX through December 31, 19XX.

QUESTIONS. If you have any questions, write to the National Center for Education Statistics, ATTN: Learning Resources Branch, 400 Maryland Avenue SW, Washington, DC 20202, or call: _____.

PART I - NUMBER OF PUBLIC SERVICE OUTLETS

BRANCH LIBRARIES (Line 1). Branch libraries are auxiliary units which have all of the following: (1) separate quarters, (2) a permanent basic collection of books, (3) a permanent staff, and (4) a regular schedule for opening to the public. They are, however, administered from a central unit and are part of an institution with the same FICE code as the central library.

PART II - LIBRARY STAFF, FALL 19XX

FULL-TIME EQUIVALENT EMPLOYEES. The sum of full-time employees plus a count of the number of persons who would be in a particular category when the time spent by part-time persons is summed and divided by the time spent by a full-time person. To compute full-time equivalents (FTE) of part- time employees, take the number of hours worked per week by a part-time employee and divide it by the number of hours CONSIDERED BY THE REPORTING LIBRARY TO BE A FULL-TIME WORK WEEK. (E.g., 60 hours per week of part-time work divided by 40 hours per full-time week equals 1.5 FTE).

LIBRARIAN (Line 2). A staff member doing work that requires professional training and skill in the theoretical or scientific aspect of library work, or both, as distinct from its mechanical or clerical aspect. The usual educational requirement is a master's degree (or its historical antecedent) from a library education program approved by the American Library Association.

N.B. Include unfilled positions if search is currently underway.

PART III - LIBRARY EXPENDITURES FROM ALL SOURCES, FISCAL YEAR 19XX

Part III has been divided into two sections in order to facilitate reporting. All operating expenditures should be reported in Section A, Standard Operating Expenditures, which includes lines for items that appear in most library

operating budgets. Section B, Selected Special Expenditures, includes lines for expenditures which may appear in different places on different library budgets. (For example, online database searching may be considered under collection expenditures in some libraries. In others it may be reported under "other operating expenditures".) It is expected that amounts reported in Section B have already been reported in Section A, most likely as "other operating expenditures". They are requested here, however, so that trends in these important areas may be documented.

AMOUNT. Report only such monies expended during the 19XX fiscal year, regardless of when the monies may have been received from Federal, State, local, or other sources. Report all expenditures as whole dollars only, omit cents.

SALARIES AND WAGES (Line 6). This amount should be the salaries and wages for all library staff except plant operation and maintenance staff for the 19XX fiscal year. Include salaries and wages before deductions, but exclude "fringe benefits."

FRINGE BENEFITS (Line 7). The benefits outside of salary and wages paid and accruing to an employee, regardless of whether the benefits or equivalent cash options are available to all employees. Include amounts spent for direct, paid fringe benefits including Social Security, retirement, medical insurance, life insurance, guaranteed disability income protection, unemployment compensation, workmen's compensation, tuition, and housing benefits. If these benefits are not paid from the library budget mark N/A.

PRINT MATERIAL (Line 8). Material consisting primarily of words and usually produced by making an impression with ink on paper. Included in this category are materials that do not require magnification: books, serials (including periodicals), government documents, braille material, ephemeral print material, and the like.

SERIAL (Line 9). A publication issued in successive parts, usually at regular intervals, and as a rule, intended to be continued indefinitely. Serials include periodicals, newspapers, annual (reports, yearbooks, etc.), memoirs, proceedings, and transactions of societies; they may include monographic and publishers' series.

MICROFORM (Line 10). A photographic reproduction of textual, tabular, or graphic material reduced in size so that it can be used only with magnification. The two main types of microforms are microreproductions on transparent material, including roll microfilm, aperture cards, microfiche, and ultrafiche, and reproductions on opaque material.

COMPUTER SOFTWARE (Line 11). Programs, procedures, and associated documentation that instruct the computer to perform certain types of tasks, in contrast to the physical components or devices of a computer (hardware).

AUDIOVISUAL MATERIALS (Line 12). The library materials that are displayed by visual projection or magnification or through sound reproduction, or both, including graphic material, audio material, motion pictures, and video material; also the special visual materials such as cartographic and three-dimensional material.

BINDING AND REBINDING (Line 13). Report only expenditures paid to commercial binderies for all binding and rebinding of books and periodicals during the 19XX fiscal year. Do NOT allocate wages, materials, etc., for binding.

EQUIPMENT (Line 14). Include expenditures for all library equipment purchased during the 19XX fiscal year. Includes microform equipment, audiovisual equipment and computer related equipment.

POSTAGE (Line 17). Include all expenditures for postage and delivery, including U.S. Mail and commerical delivery services during the 19XX fiscal year.

TELECOMMUNICATIONS (Line 18). Include separately billed expenditures for all types of telephone service and for such services as electronic mail, teleconferencing, telefacsimile, teletype, telex.

CONTRACTED COMPUTER SERVICES (Line 19). Include any costs related to purchased library services done for your library on computers by a computerized library network, computerized cooperative library organization or by a commercial organization providing library services. Telecommunications costs may be included.

ONLINE DATABASE SEARCH (Line 20). A reference transaction in which the source utilized is one or more databases searched online by computer.

PART IV -- LIBRARY COLLECTIONS

ADDED DURING FISCAL YEAR. Report gross number added. Do NOT subtract the number withdrawn.

BOOK (Lines 22-24). A nonperiodical printed publication bound in hard or soft covers, or in loose-leaf format, of at least forty-nine pages, exclusive of the cover pages; or a juvenile nonperiodical publication of any length bound in hard or soft covers.

SERIAL (Lines 22-25). A publication issued in successive parts, usually at regular intervals, and as a rule, intended to be continued indefinitely. Serials include periodicals, newspapers, annual (reports, yearbooks, etc.), memoirs, proceedings, and transactions of societies; they may include monographic and publishers' series.

GOVERNMENT DOCUMENTS (Lines 22-25). Any publication in book serial, or other form of library material that is published by a government agency, e.g., the publications of federal, state, local, and foreign governments and of intergovernmental organizations to which governments belong and appoint

representatives, such as the United Nations, Organization of American States, and the Erie Basin Commission.

PERIODICALS (Lines 22-25). A publication in any medium intended to appear indefinitely at regular or stated intervals, generally more frequently than annually. Individual issues are numbered consecutively or dated and normally contain separate articles, stories, or other writings. Newspaper disseminating general news, and the proceedings, papers, or other publications of corporate bodies primarily related to their meetings, are not included in this term.

NEWSPAPERS (Lines 22-25). A serial that is designed mainly to be a primary source of written information on current events. It may also include articles as well as illustrations, advertising, legal notices, and vital statistics. Newspapers appear with a masthead and are usually printed on newsprint without a cover.

VOLUMES (Line 22). For reporting purposes, a volume is a physical unit of any printed, typewritten, handwritten, mimeographed, or processed work, contained in one binding or portfolio, hardbound or paperbound, which has been cataloged, classified, and/or otherwise made ready for use.

TITLES (Line 23). For reporting purposes, a title is a publication which forms a separate bibliographic whole, whether issued in one or several volumes, reels, discs, slides, or parts. It applies equally to printed materials, such as books and periodicals, as well as to audiovisual materials and microforms.

Report the number of items for which a separate shelflist card has been made. (SHELFLIST: A record of materials in a library, arranged in the order in which the materials stand when they are shelved or stored.) Thus, six copies of the same edition of a title count as one title; two editions of the same title which have been cataloged or recorded separately count as two titles; a set of six items for which six shelflist cards have been made counts as six titles; and two sets of the same edition for which one shelflist card has been made count as one title.

METHOD FOR ESTIMATING THE NUMBER OF TITLES IN THE COLLECTION:
A library which does not maintain a title count of its various collections, and that cannot easily count the number of separate shelflist cards, should use the following method for estimating this count:

1. Pressing the cards tightly together, measure the total number of inches in the shelflist.
2. Using the same amount of pressure, measure one inch of cards in the shelflist. Count the number of titles contained in the inch.
3. Repeat step 2 at regular intervals (for example, count one inch in every foot, or in every three feet, or other pre-established interval) to ensure measuring at least seven sample inches distributed throughout the shelflist.
4. Average the number of titles per inch in the samples. If any sample varies from the average by more than four cards, repeat steps one through four, applying more even pressure to the cards.
5. Multiply the average titles per inch by the total number of inches of cards in the shelflist.

CURRENT SERIAL SUBSCRIPTIONS (Line 25). Report number of titles subscribed to, and not number of individual issues (exclude duplicate subscriptions).

MICROFORM (Lines 26-29). A photographic reproduction of textual, tabular, or graphic material reduced in size so that it can be used only with magnification. The two main types of microforms are microreproductions on transparent material, including roll microfilm, aperture cards, microfiche, and ultrafiche, and reproductions on opaque material.

MANUSCRIPT (Line 30). A handwritten or typed document, including carbon copies.

ARCHIVES (Line 30). The noncurrent records of an organization or institution preserved because of their continuing value.

CARTOGRAPHIC MATERIALS (Line 31). Any material representing, in whole or in

part, the earth or any celestial body at any scale. This includes two- and three-dimensional maps and globes.

GRAPHIC MATERIALS (Line 32). That material for viewing without sound. The material may be projected or magnified or may not. It includes: art originals; art prints; art reproductions; slides; transparencies; filmstrips; photographs; pictures, postcards; posters; study prints; and the like.

AUDIO MATERIAL (Line 33). A generic term for material on which sounds (only) are stored (recorded) and that can be reproduced (played back) mechanically or electronically, or both. This includes audiocassettes, audiocartridges, audiodiscs, audioreels, talking books, and other sound recordings.

FILMS (Line 34). The term film is used interchangeably with "motion picture" which is a length of film, with or without recorded sound, bearing a sequence of images that create the illusion of movement when projected in rapid succession (usually 18 or 24 frames per second). Motion pictures are produced in a variety of sizes (8, super 8, 16, 35, 55, and 70 mm) and a variety of formats (cartridge, cassette, loop, and reel). Common motion picture sizes in instructional use are 8mm, super 8mm, and 16mm.

VIDEO MATERIAL (Line 35). A generic term for material on which both pictures and sound are recorded. Electronic playback reproduces both pictures and sounds using a television receiver or monitor.

MACHINE-READABLE MATERIAL (Line 36). Material in a form designed to be processed by a machine, usually a computer, either as input or as output, that has data recorded on it in some form. These materials include data files and computer program files. Typically, these files are stored on such media as punched cards, paper tape, magnetic tape and discs, and digital videodiscs. This excludes computer output that is eye-legible or can be read with magnification. Include microcomputer software.

OTHER (Line 37). Include all materials not already reported.

PART V -- LIBRARY LOAN TRANSACTIONS, FISCAL YEAR 19XX

CIRCULATION TRANSACTION (Lines 38-39). The act of lending an item from the library's collection for use generally (although not always) outside the library. This activity includes charging, either manually or electronically, and also renewals, each of which is reported as a circulation transaction.

RESERVE COLLECTION (Line 39). Those materials that have been removed from the general library collection and set aside in a library or media center so that they will be on hand for a certain course of study or activity in progress. Usually, the circulation and length of loan of items in a reserve collection are restricted so that these items will be available to many users who have need of them within a limited time period.

INTERLIBRARY LOAN (Lines 40-41). A transaction in which library material, or a copy of the material, is made available by one library to another upon request. It includes both lending and borrowing. The libraries involved in interlibrary loan are not under the same administration or on the same campus.

PART VI -- LIBRARY SERVICE PER TYPICAL WEEK, FA11 19XX

If data were collected during a typical week in the past fiscal year, record figures here. Otherwise, collect data during the next typical week and record here.

TYPICAL WEEK (Lines 42-46). A typical week is a week in which the library is open its regular hours, containing no holidays. It is seven consecutive calendar days, from Sunday through Saturday, or whatever days the library is normally open during that period.

PUBLIC SERVICE HOURS PER TYPICAL WEEK (Line 42). Consider both main library and branches using the following method. If a library is open from 9:00 am to 5:00 pm Monday through Friday, it should report 40 hours per week. If several

of its branches are also open during those hours, the figure remains 40 hours. Should Branch A also be open one evening from 7:00 to 9:00, the total hours during which users can find service becomes 42. If Branch B is open the same hours on the same evening the total remains 42, but if it is open 2 hours on another evening, or from 5:00 to 7:00 on the evening when Branch A is open later, the total becomes 44 hours during which users can find service.

TOTAL ATTENDANCE IN LIBRARY PER TYPICAL WEEK (Line 43). Report the total number of persons entering the library per typical week including persons attending activities, meetings, and those persons requiring no staff services.

IN-LIBRARY USE OF LIBRARY MATERIALS PER TYPICAL WEEK (Line 44). Report the total number of materials utilized in the library, but not checked out. They include reference books, periodicals, book stock, and all other library materials that are used WITHIN the library. For one method of counting inlibrary use see Output Measures for Public Libraries (ALA, 1982).

TOTAL REFERENCE TRANSACTIONS PER TYPICAL WEEK (Line 45). Report the total reference transactions per typical week. A reference transaction is an information contact which involved the knowledge, use, recommendations, interpretation, or instruction in the use of one or more information sources by a member of the library staff. Information sources include printed and non-printed materials, machine-readable data bases (including computer-assisted instruction), catalogs and other holdings records, and, through communication or referral, other libraries and institutions, and persons both inside and outside the library. Includes information and referral service. A contact that includes both reference and directional services should be reported as one reference transaction. When a staff member utilizes information gained from previous use of information sources to answer a question, report as a reference transaction, even if the source is not consulted again during this transaction. Duration should not be an element in determining whether a transaction is reference or directional.

TOTAL DIRECTIONAL TRANSACTIONS PER TYPICAL WEEK (Line 46). Report the total directional transactions per typical week. A directional transaction is an information contact which facilitates the use of the library in which the contact occurs and which does NOT involve the knowledge, use, recommendation, interpretation, or instruction in the use of, any information sources other than those which describe that library, such as schedules, floor plans, handbooks, and policy statements. Examples of directional transactions include giving instrucion for locating, within the library, staff, library users, or physical features, etc., and giving assistance of a non-bibliographic nature with machines.

Part VII -- Library Service, Fiscal Year 19XX

PUBLIC SERVICE HOURS, ANNUAL (Line 47). If the main library is open 60 hours per week (60 times 52 weeks = 3120), less 5 days of 10 hours each closed for holidays, the main library total is 3120 less 50 = 3070 hours. If 3 branch libraries are also open the same number of hours as the main library (regardless of whether or not all facilities are open at the same time) the annual aggregate for the library is 4 times 3070 = 12,280 hours.

INFORMATION SERVICE TO GROUPS (Lines 48-49). An information contact in which a staff member or person invited by a staff member provides information intended for a number of persons and planned in advance. Information service to groups may be either bibliographic instruction or library use presentations, or it may be cultural, recreational, or educational presentations. Presentations both on and off the library premises are included, as long as they are sponsored by the library. Does not include meetings sponsored by other groups using library meeting rooms.

ONLINE DATABASE SEARCH (Line 50). A reference transaction in which the source utilized is one or more databases searched online by computer.

Note: This survey form should be sent to the school principal with a cover letter indicating that NCES realizes that he/she will need to ask the school district for some information and will need to consult the school library media specialist for other information. Extra copies may be provided for such purposes but they must be copies of form and instructions, not just the form. Contractor should send information copy of form and instructions to library media specialist with notice that "official" copy has been sent to principal.

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, DC 20202

SCHOOL LIBRARY MEDIA CENTERS, FALL 19--

This report is authorized by law (20 U.S.C. 1221-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate and timely.

Purpose of the survey. This survey will provide current information about the holdings and use of individual school library media centers.

Note: Please read instructions carefully before completing this form.

Name and Address of School:

Person to Contact (if necessary) concerning the information reported on this form:

Name
Title
Address
Phone

Part I -- Pupil Membership, Classroom Teachers, Level, and Grade Span, for Fall

	Line #
Pupil membership on or about October 1, 19--	
--this school only	1
Information for this school only, Fall 19--	
Number of classroom teachers	
--full-time	2
--part-time, in full-time equivalents (show to one decimal place	3
--total (show to one decimal place) (sum of lines 2 and 3)	4
Level of School (check one)	5
--elementary only	
--secondary only	
--combined elementary and secondary	
Grade Span (place an "X" under each grade taught in this school)	6

Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Postgraduate

Part II -- Library Media Center Staff

This School Only, On or About October 1 (exclude all other staff of the school)

Section A - Number of Staff	Line #	Full-Time Equivalent
State certified librarians, media/audiovisual specialists	7	
All other paid staff in the library media center	8	
Total paid staff in the library media center	9	

Section B - Library Media Center Certified Staff Education -- Highest Earned Degree	Line #	Full-Time Equivalent
Less than a bachelor's degree	10	
Bachelor's degree	11	
Master's degree in librarianship, instructional media, audiovisual	12	
Other master's degree	13	
Second master's degree or above	14	

Part III -- Source of Funds

	Line #	Amount
Public sources (local, state, federal)	15	
Gifts and donations (dollars only, exclude in-kind unless valued at over 5% of expenditures)	16	

Part IV -- Library Media Center Expenditures from all Sources

This school only, school year 19XX

Section A, Standard Operating Expenditures

	Line #	Amount
Collections		
Books (exclude microforms, include preprocessing costs)	17	
Serial subscriptions (includes periodicals and newspapers in any format)	18	
Microforms (except serial subscriptions)	19	
Microcomputer software for students and teachers	20	
Audiovisual materials (exclude locally produced materials)	21	
Other materials	22	
Total collections expenditure	23	
Supplies	24	
Equipment		
Microcomputer hardware, for student/teacher use	25	
All other equipment (include microform equipment, audiovisual equipment)	26	
Binding and rebinding	27	
All other expenditures (not entered above)	28	
Total operating expenditures	29	

Section B, Selected Special Expenditures
(Report even if reported above)

Contracted computer services	30	
Online database searching	31	
Film rental and leasing	32	

Part V -- Library Media Center Collection

This School Only, Previous School Year

Category	Line #	Added During School Year	Held at End of School Year
Books and serials (include bound periodicals and newspapers and exclude microforms)			
--no. of volumes	33		
--no. of titles*	34		
Current serial subscriptions (includes periodicals and newspaper in any format)			
--no. of titles*	35		
Microforms			
--no. of book titles* represented by microform	36		
--no. of periodical titles* represented by microform	37		
Total no. of physical units of all types of microform	38		
Audio materials, no. of titles*	39		
Films, no. of titles*	40		
Video materials, no. of titles*	41		
Machine-readable materials, no. of titles*	42		
Other library materials, no. of titles*	43		

*exclude duplicates

Part VI -- Library Media Center Loan Transactions

	Line #	Number
Interlibrary Loans		
--provided to other libraries	44	
--received from other libraries	45	

Part VII -- Library Use Per Typical Week

	Line #	Number
Direct circulation of all materials to library users --circulation transactions	46	
Total attendance in library per typical week	47	
In-library use of library materials per typical week	48	
Total no. of students participating in library skills instruction per typical week	49	
Total no. of students participating in other library media center activities per typical week	50	

Part VIII -- School Library Media Services Per Typical Month*

Indicate the amount of time during a typical month the library media staff devotes to each service listed below by check one of the following four choices for each item:

zero = time commitment of zero hours per typical month

1-6 = time commitment of one to six hours per typical month

7-15 = time commitment of seven to fifteen hours per typical month

16+ = time commitment of sixteen-plus hours per typical month

Service	Line #	zero	1-6	7-15	16+
Offers a sequential program of library skills instruction	51				
Coordinates library skills instruction with classroom instruction	52				
Informally instructs students in the use of various types of materials and equipment	53				

*The Principal Investigator and the Advisory Committee recommend that NCES use a list similar to this one (lines 51-73) and a matrix similar to the one suggested here (i.e., zero, 1-6, etc.) However, the specific items and matrix used here are not essential. What is essential is that staff indicate priorities in terms of a minimum, average, or high amount of time spent.

Service	Line #	zero	1-6	7-15	16+
Conducts in-service education for teachers in the effective evaluation, selection and use of media	54				
Assists curriculum committee in selecting appropriate materials and media program activities for resource units and curriculum guides	55				
Helps individual teachers to coordinate media program activities and resources with subject areas, units and textbooks	56				
Helps teachers to develop, select, implement and evaluate learning activities requiring various types of media	57				
Provides teachers with information about new educational and media developments	58				
Provides reference assistance to teachers	59				
Assists students in locating information and resources valuable to their educational needs and to the growth of their personal interests and ability	60				
Helps students and teachers find and use relevant information sources outside the school	61				
Provides interlibrary loan service to students	62				
Provides interlibrary loan service to teachers	63				
Provides reading/listening/viewing guidance to students	64				
Helps students realize the benefits of reading, listening and viewing for pleasure as well as for gaining information	65				
Helps parents realize the importance of assisting their children to understand the benefits of reading, listening and viewing for pleasure as well as for gaining information	66				
Coordinates inschool production of materials required for instructional and other activities	67				

Service	Line #	zero	1-6	7-15	16+
Provides technical assistance to students in the production of materials	68				
Provides technical assistance to teachers in the production of materials	69				
Coordinates textbook selection, ordering, distribution program in school	70				
Coordinates school operated radio station	71				
Coordinates video production activities in school	72				
Coordinates cable or other TV transmission and utilization activities in school	73				

Part IX -- Technology

Section A: Library Use	Line #		
Is there a telephone in the library media center?	74	___ yes	___ no
Does the library media center use cable TV in management functions?	75	___ yes	___ no
Does the library media center use cable TV in instructional functions?	76	___ yes	___ no

Technology, Section B: Student/Teacher Use

Is online database searching provided:			
--to students	77	___ yes	___ no
--to teachers	78	___ yes	___ no
Are microcomputers are available in the library?			
--check if available			
to students ___	79		
to teachers ___	80		

Part X -- Library Media Center Physical Facilities, This School Only, Fall 19XX

Net area, in square feet, of space assigned for library media center purposes (exclude custodial, mechanical, and general access areas)	81	
Seats available for library media center users (seating capacity)	82	

School Library Media Center

Notes

1. Cyclical items -- Several items on this form could be collected on a cyclical form. Since it has been six years since NCES has surveyed schools these items should be on the next form. In subsequent years, however, they could appear on a cyclical basis. These items are:

In Part II, lines 10-14 on Highest Degree Earned

In Part X, Library Physical Facilities

2. NCES should do a survey of district level media services as soon as possible. This survey could then be done on a cyclical basis. The following states collect statistics on library media services at the district level: Georgia, Maryland, Minnesota, Wisconsin. These forms could be used as models.

3. Microcomputer related items. This form contain several items related to microcomputers (see lines 20, 25, 79, 80). It is our understanding that these may not be asked in 1984-85 because of a general study of microcomputers in schools being conducted by Johns Hopkins. In the future, however, these items should be included on the school library media center survey. In addition, this survey should consider asking such questions as the following:

Is the media staff in charge of circulating computer hardware and software in the school? (yes, no, partially)

Are the micros located in the media center used mostly for instruction or entertainment?

If there is a computer lab in the school, is the media specialist responsible for it?

If the media specialist is not responsible for the lab, what if any use does she/he make of it?

Notes, Continued

Is all computer software for the school purchased centrally through the media center?

What inservice training responsibilities does the media specialist have in the microcomputer area? Who participates in these activities? What topics are covered?

Is the computer software in the school cataloged in a centrally accessible catalog?

Is the computer software housed in the open shelving area?

Are students allowed to check computer software out of the library media center?

What types of software (drill and practice, tutorial, etc.) are purchased most frequently with media program funds?

4. In Part I, line 6, the word "postgraduate" in the 1978 form and explanation of it in the instructions did not make sense to us. The explanation was removed from our instructions but may need to be added after the contractor consults with NCES.

5. Reference to "Identification Number" given in 1978 instructions does not appear in our instructions. If it is necessary, we assume NCES will add.

Department of Education
National Center for Education Statistics
Washington, DC 20202

SCHOOL LIBRARY MEDIA CENTERS, 19XX

READ THESE INSTRUCTIONS BEFORE COMPLETING THIS FORM. Definitions are important to ensure comparability of data from different libraries. Except for definitions related to Part VIII, definitions here were taken from the standard for library statistics approved by the National Information Standards Organization.

Do not leave any items blank. Enter "0" if the appropriate entry for an item is zero or "none". Enter "N/A" if an item does not apply to your library. If an exact figure is not available for a particular item, but it is known that the amount is greater than zero, ENTER AN ESTIMATE OF THE AMOUNT. Indicate that the figure is an estimate by parentheses. Estimates are important if exact data are not available.

INSTRUCTIONS

LIBRARY MEDIA CENTER. For the purpose of this survey, a library and/or media center, designated here as a library media center, is defined as an organized collection of printed and/or audiovisual materials which, (a) is administered as a unit, (b) is located in a designated place, and (c) makes printed and/or audiovisual materials accessible to students and teachers. It is this definition, not the name, that is important; it could be called a library, media center, resource center, instructional materials center, learning resource center, or some other name. However, data on "classroom collections," i.e., data on staff, expenditures, and holdings NOT administered through such a library media center should NOT be reported on this form. System level library media center services and regional library media center services also should NOT be reported on this form.

A report should be submitted where there is only a library, only a media center, a library and media center or one of these with one or more satellite (branch) library media center(s). If a school has a separate library and a separate media center, the data for them should be combined into one report for the school.

SCHOOL, NOT SCHOOL SYSTEM. This survey is concerned with the public school library media center at the individual school level. It is NOT concerned with all of the library media centers for the entire public school system.

TIME PERIOD COVERED. Parts I, II, VII, IX, X are for fall, 19XX. Other parts are for the previous school year, 19XX-XX.

QUESTIONS. If you have any questions, write to the National Center for Education Statistics, ATTN: Presidential Building, Learning Resources Branch, 400 Maryland Avenue SW, Washington, DC 20202, or call: _____.

PART I - PUPIL MEMBERSHIP, CLASSROOM TEACHERS, LEVEL, AND GRADE SPAN, FALL 19XX

PUPIL MEMBERSHIP ON OR ABOUT OCTOBER, 19XX. (Line 1). The number of pupils on the current roll of this school, on or about October 1, 19XX.

CLASSROOM TEACHERS (Lines 2, 3, 4). The number of staff members performing assigned professional activities in guiding and directing the learning experiences of pupils in an instructional situation in a particular classroom or classrooms. Does NOT include administrators, supervisors, consultants, counselors, librarians, and itinerant teachers.

PART-TIME, IN FULL-TIME EQUIVALENTS. The full-time equivalent of all classroom teachers who serve this school on less than a full-time basis, shown to one decimal place. The following are examples of service which should be counted as .5 FTE for this school:

a. A person serving THIS SCHOOL as a CLASSROOM TEACHER on a half-time

basis throughout the school year, and employed by the SCHOOL SYSTEM on EITHER a half-time OR full-time basis throughout the school year.
b. A person serving THIS SCHOOL as a CLASSROOM TEACHER on a full-time basis during only one-half of the school year, and employed by the school system on a full-time basis for either a full school year or for only one-half of the school year.

LEVEL OF SCHOOL (Line 5). Schools should be reported as "elementary only," "secondary only," or "combined elementary and secondary" according to State and local practice. However, schools classified as "elementary only" should not have grades higher than grade 8, and schools classified as "secondary only" should not have grades lower than grade 7. Middle schools should normally be reported as "elementary only" schools, and junior high schools should normally be reported as "secondary only" schools. "Combined elementary and secondary schools" should serve both elementary and secondary pupils, and should be organized and administered as a single unit; they should NOT be reported in either of the "elementary only" or "secondary only" categories.

PART II - LIBRARY MEDIA CENTER STAFF

FULL-TIME EQUIVALENT EMPLOYEES. The sum of full-time employees plus a count of the number of persons who would be in a particular category when the time spent by part-time persons is summed and divided by the time spent by a full-time person. To compute full-time equivalents (FTE) of part-time employees, take the number of hours worked per week by a part-time employee and divide it by the number of hours CONSIDERED BY THE REPORTING LIBRARY TO BE A FULL-TIME WORK WEEK. (E.g., 60 hours per week of part-time work divided by 40 hours per full-time week equals 1.5 FTE, or 60 hours per week of part-time work divided by 35 hours per full-time week equals 1.7 FTE.)

Section A: Number of Library Media Center Staff Employees

(N.B. Include unfilled positions if search is currently underway.)

LIBRARIAN (Line 7). A staff member doing work that requires professional training and skill in the theoretical and/or scientific aspect of library work, as distinct from its mechanical or clerical aspect.

MEDIA/AUDIOVISUAL SPECIALIST (Line 7). A staff member doing work that requires professional training and skill in educational media, as distinct from its mechanical or clerical aspect.

Section B: LIBRARY MEDIA CENTER CERTIFIED STAFF EDUCATION. Indicate the highest degree earned for all full and part-time professional library media center employees listed on line 7.

PART III - SOURCE OF FUNDS

Report all funds under direct control of library media center. Do not include funds spent by others for the media center.

PUBLIC SOURCES (Line 15). Report all funds received directly or indirectly from the public. Include public funds received through special grants.

GIFTS AND DONATIONS (Line 16). Report all gifts and donations of money from all sources. Do not include value of gifts other money unless estimated value is more than 5% of annual expenditures. For such gifts, include estimate of dollar value. Include interest on gift funds which have been invested.

PART IV - LIBRARY EXPENDITURES FROM ALL SOURCES, FISCAL YEAR 19XX

Part IV has been divided into two sections in order to facilitate reporting. Section A, Standard Operating Expenditures, includes specific lines for items which appear in most library operating budgets. Report all expenditures under control of library media center. Do not report expenditures made by others for media center (e.g. salaries). All expenses not entered on lines 17-27 should be reported on line 28 so that line 29 is a total of all operating

expenditures. Section B, Selected Special Expenditures, includes lines for expenditures which may appear in different places on different library budgets. (For example, online database searching may be considered under collection expenditures in some libraries. In others it may be reported under "other operating expenditures".) It is expected that most amounts reported in Section B have already been reported in Section A. However, expenditures for these items made on behalf of the library media center as well as expenditures made by the library media center should also be reported in Section B.

AMOUNT. To insure accurate reporting, consult your business officer regarding the entries to be made in Lines 17 through 32. Report only such moneys expended during the 19XX fiscal year, regardless of when the moneys may have been received from Federal, State, local, or other sources. If item is not paid by library indicate N.A. Report all expenditures as whole dollars only, omit cents.

BOOKS (Line 17). A book is a nonperiodical printed publication in hard or soft covers, or in loose-leaf format. Usually a book is at least forty-nine pages, exclusive of the cover pages, but the term also applies to juvenile publications of any length bound in hard or soft covers. The amount given here should include preprocessing costs, where applicable.

SERIAL (Line 18). A publication issued in successive parts, usually at regular intervals, and as a rule, intended to be continued indefinitely. Serials include periodicals, newspapers, annual (reports, yearbooks, etc.), memoirs, proceedings, and transactions of societies. The amount given here should be the expenditures for the unbound current serial subscriptions purchased during the 19XX fiscal year. It should include expenditures for periodicals and newspapers in any format. It should exclude expenditures for binding of periodicals.

MICROFORMS (Line 19). A photographic reproduction of textual, tabular, or graphic material reduced in size so that it can be used only with

magnification. The two main types of microforms are microreproductions on transparent material, including roll microfilm, aperture cards, microfiche, and ultrafiche, and reproductions on opaque material. This amount should be the expenditures for all microforms purchased during the 19XX fiscal year, except serial subscriptions as reported above.

MICROCOMPUTER SOFTWARE (Line 20). Report expenditures for all types of microcomputer software available for use by students and teachers.

AUDIOVISUAL MATERIALS (Line 21). Expenditures for all of the audiovisual materials purchased during the school year for the library media center of this school. Exclude expenditures for microforms and expenditures for consumable supplies related to local production of materials.

OTHER MATERIALS (Line 22). Report expenditures for all materials not already reported on lines 17-21.

SUPPLIES (Line 24). Expenditures for supplies purchased during the school year for the library media center of this school. Includes supplies related to microcomputers. Includes consumable supplies related to local production of materials.

MICROCOMPUTER HARDWARE FOR STUDENT/TEACHER USE (Line 25). Include microcomputers and related equipment purchased for use in the media center. Exclude such equipment managed by library media center but located elsewhere in the school.

OTHER LIBRARY EQUIPMENT (Line 26). This amount should be the expenditures for all other library equipment purchased during the 19XX fiscal year. Includes microform equipment, audiovisual equipment and microcomputer hardware not for student/teacher use.

BINDING AND REBINDING (Line 27). Report only expenditures paid to commerical binderies for all binding and rebinding of books and periodicals during the

19XX fiscal year. Do NOT allocate wages, materials, etc. for binding.

CONTRACTED COMPUTER SERVICES (Line 30). Include any costs related to purchased library services done for your library on computers by a computerized cooperative library organization or network (e.g. OCLC) or by a commercial organization providing library services.

ONLINE DATABASE SEARCH (Line 29). A reference transaction in which the source utilized is one or more databases searched online by computer.

PART V -- LIBRARY COLLECTIONS

ADDED DURING FISCAL YEAR. Report gross number added. Do NOT subtract the number withdrawn.

BOOK (Lines 33-34). A nonperiodical printed publication bound in hard or soft covers, or in loose-leaf format. Usually a book has at least forty-nine pages, exclusive of the cover pages, but the term also includes juvenile publications of any length bound in hard or soft covers.

SERIAL (Lines 33, 34). A publication issued in successive parts, usually at regular intervals, and as a rule, intended to be continued indefinitely. Serials include periodicals, newspapers, annual (reports, yearbooks, etc.), memoirs, proceedings, and transactions of societies.

PERIODICAL (Lines 33, 34, 35). A publication in any medium intended to appear indefinitely at regular or stated intervals, generally more frequently than annual. Individual issues are numbered consecutively or dated and normally contain separate articles, stories, or other writings. Newspapers disseminating general news, and the proceedings, papers, or other publications of corporate bodies primarily related to their meetings, are not included in this term.

NEWSPAPERS (Lines 32, 34, 35). A serial that is designed mainly to be a primary source of written information on current events. It may also include articles as well as illustrations, advertising, legal notices, and vital statistics. Newspapers appear with a masthead and are usually printed on newsprint without a cover.

VOLUMES (Line 31). For reporting purposes, a volume is a physical unit of any printed, typewritten, handwritten, mimeographed, or processed work, contained in one binding or portfolio, hardbound or paperbound, which has been cataloged, classified, and/or otherwise made ready for use.

TITLES (Lines 32-33). For reporting purposes, a title is a publication which forms a separate bibliographic whole, whether issued in one or several volumes, reels, discs, slides, or parts. It applies equally to printed materials, such as books and periodicals, as well as to audiovisual materials and microforms.

Report the number of items for which a separate shelflist card has been made. (SHELFLIST: A record of materials in a library, arranged in the order in which the materials stand when they are shelved or stored.) Thus, six copies of the same edition of a title count as one title; two editions of the same title which have been cataloged or recorded separately count as two titles; a set of six items for which six shelflist cards have been made counts as six titles; and two sets of the same edition for which one shelflist card has been made count as one title.

METHOD FOR ESTIMATING THE NUMBER OF TITLES IN THE COLLECTION:
A library which does not maintain a title count of its various collections, and that cannot easily count the number of separate shelflist cards, should use the following method for estimating this count:

1. Pressing the cards tightly together, measure the total number of inches in the shelflist.
2. Using the same amount of pressure, measure one inch of cards in the shelflist. Count the number of titles contained in the inch.
3. Repeat step 2 at regular intervals (for example, count one inch in every foot, or in every three feet, or other pre-established interval) to

ensure measuring at least seven sample inches distributed throughout the shelflist.

4. Average the number of titles per inch in the samples. If any sample varies from the average by more than four cards, repeat steps one through four, applying more even pressure to the cards.

5. Multiply the average titles per inch by the total number of inches of cards in the shelflist.

CURRENT SERIAL SUBSCRIPTIONS (Line 35). Report number of titles subscribed to, and not number of individual issues (exclude duplicate subscriptions).

MICROFORMS (Line 36). A photographic reproduction of textual, tabular, or graphic material reduced in size so that it can be used only with magnification. The two main types of microforms are microreproductions on transparent material, including roll microfilm, aperture cards, microfiche, and ultrafiche, and reproductions on opaque material.

AUDIO MATERIAL (Line 39). A generic term for material on which sounds (only) are stored (recorded) and that can be reproduced (played back) mechanically or electronically, or both. This includes audiocassettes, audiocartridges, audiodiscs, audioreels, talking books, and other sound recordings.

FILMS (Line 40). The term film is used interchangeably with "motion picture" which is a length of film, with or without recorded sound, bearing a sequence of images that create the illusion of movement when projected in rapid succession (usually 18 or 24 frames per second). Motion pictures are produced in a variety of sizes (8, super 8, 16, 35, 55, and 70 mm) and a variety of formats (cartridge, cassette, loop, and reel). Common motion picture sizes in instructional use are 8mm, super 8mm, and 16mm.

VIDEO MATERIAL (Line 41). A generic term for material on which both pictures and sound are recorded. Electronic playback reproduces both pictures and sounds using a television receiver or monitor.

MACHINE-READABLE MATERIAL (Line 42). Material in a form designed to be processed by a machine, usually a computer, either as input or as output, that has data recorded on it in some form. These materials include data files and computer program files. Typically, these files are stored on such media as punched cards, paper tape, magnetic tape and discs, and digital videodiscs. This excludes computer output that is eye-legible or can be read with magnification. Include microcomputer software.

OTHER LIBRARY MATERIAL (Line 43). Report number of titles of all material which does not fit into one of the above categories (e.g., globes, posters, puzzles).

PART VI -- LIBRARY LOAN TRANSACTIONS, FISCAL YEAR 19XX

INTERLIBRARY LOAN (Lines 44-45). A transaction in which library material, or a copy of the material, is made available by one library to another upon request. It includes both lending and borrowing. The libraries involved in interlibrary loan are not under the same administration or on the same campus. Loans to public libraries and academic libraries are included here as are loans to other school libraries.

PART VII -- LIBRARY USE PER TYPICAL WEEK, FAll 19XX

TYPICAL WEEK. A typical week is a week in which the library is open its regular hours, containing no holidays. It is seven consecutive calendar days, from Sunday through Saturday or whatever days the library is normally open during that period.

CIRCULATION TRANSACTION (Line 46). The act of lending an item from the library's collection for use generally (although not always) outside the library. This activity includes charging, either manually or electronically, and also renewals, each of which is reported as a circulation transaction.

TOTAL ATTENDANCE IN LIBRARY PER TYPICAL WEEK (Line 47). Report the total number of persons entering the library per typical week for use of the library's materials and/or services, including persons attending activities, meetings, and those persons requiring no staff services.

IN-LIBRARY USE OF LIBRARY MATERIALS PER TYPICAL WEEK (Line 48). Report the total number of materials utilized in the library, but not checked out. They include reference books, periodicals, book stock, and all other library materials that are used WITHIN the library.

LIBRARY SKILLS INSTRUCTION (Line 49). Formal activities structured to teach skills in using the library. May be for individuals or groups. May take place in the library media center or take place elsewhere but be sponsored by library media center.

OTHER LIBRARY CENTER ACTIVITIES (Line 50). Report participation in all library sponsored activities other than library skills instruction. May take place in library or elsewhere.

Part VIII -- School Library Media Services Per Typical Month

Note to NCES:

Instructions and definitions need to be developed. Dr. Shirley Aaron of Florida State University who served on the Advisory Committee used at least ten sources to develop the list. She will be glad to provide exact citations.

PART IX - TECHNOLOGY / SECTION A, LIBRARY USE

CABLE TV (Lines 75-76). The transmission of television programs received from regular broadcasting stations by a common antenna, and of locally initiated programs on magnetic tape and films or live to cable subscribers in a

designated area. Reception by cable is usually high quality, and cable stations may transmit many programs at the same time. Libraries may use a free channel allocated to education.

TECHNOLOGY / SECTION B, STUDENT/TEACHER USE

ONLINE DATABASE SEARCH (Line 77-78). A reference transaction in which the source utilized is one or more databases searched online by computer.

MICROCOMPUTER (Lines 79-80). A small computer system, consisting of hardware and software, whose main processing blocks are made of semiconductor integrated circuits (IC). The hardware of a microcomputer consists of a Central Processing Unit (CPU), an input/output unit, and memory. Microcomputers are functionally the same as minicomputers and mainframe computers. The differences are that microcomputers have less capacity for storing and handling information and a slower processing speed. "Home computers," "personal computers," and "business computers" are all types of microcomputers that are, in turn, distinguished largely by their internal memory and storage capacity and price.

PART X -- FACILITIES

NET AREA (Line 81). Approximate net area, in square feet, of space assigned for the library media center purposes is the the total space which can be put to use in furtherance of the library media center's mission. It consists of the sum of all areas on all floors of the school building or buildings that have been assigned to or are used for library media center functions or purposes. It includes space for readers and reading areas, book stack and related storage areas for the book collections, audiovisual materials, and other materials, working spaces for staff, space for services to users (including the card catalog), public service desks, copying equipment, aisles

between book stack ranges and library furnishings, and similar useful space. Such space does NOT include custodial, mechanical, and general access areas. The number of square feet in the net area is determined by measuring the space between the permanent interior walls. Floor areas occupied by build-in furnishings such as service counters, closets, and shelving are included in the wall-to-wall net square feet. No deducations are made for columns or for projections necessary to the building structure.

SEATING CAPACITY (Line 82). The number of seats available for the library media center users should be given for the library media center as a whole, including: general reading area seats, lounge seats, group study seats, audiovisual area seats, other material seats, student carrels, faculty study area seats, typing room seats, seminar room seats, etc. Such seating capacity does NOT include seats at index tables, card catalog reference tables, and other "non-study" seats.

DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, DC 20202

PUBLIC LIBRARIES, 19XX

(Public Library Fiscal Year 19XX ending in Calendar Year 19XX)

Purpose of the survey. This survey will provide current information about public service outlets, holdings, staffing, income, expenditures, loan transactions, services, and hours and days open of public libraries. Furthermore, in connection with other NCES surveys, it will help provide a total picture of school, academic, and public libraries on a nation-wide basis.

Note: Please read instructions carefully before completing this form. Each library should include in its report data for all branches and other outlets that it operates, as well as data for the services and materials that it provides to other libraries, institutions, and organizations, and to all areas by contract or formal arrangement.

This report is authorized by law (20 U.S.C. 1221e-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

Please return the completed form to:

Name and Address of Public Library: (Make any needed corrections below, including ZIP code)

Person to contact (if necessary) concerning the information reported on this form:

Name
Title
Address
Phone

Part I -- Public Service Outlets, Fall 19XX

	Line #	Number
Central library	1	
Branches	2	
Bookmobiles	3	
Other public service outlets	4	

Part II -- Library Staff, Fall 19XX

	Line #	No. of FTE
Librarians	5	
All other paid staff (exclude plant operations and maintenance staff)	6	
Total paid staff (exclude plant operations and maintenance staff)	7	

Part III -- Library Income, by Source, Fiscal Year 19XX

Source	Line #	Amount (whole dollars only)
Local government	8	
State (exclude federal moneys distributed by state)	9	
Federal (include federal moneys distributed by state)		
--revenue sharing received for operating expenditures	10	
--revenue sharing received for capital expenditures	11	
--LSCA funds	12	
--other federal (specify)	13	
Gifts and donations (dollars only, exclude in-kind gifts)	14	
Other income	15	
Total income	16	

Part IV -- Library Expenditures, Fiscal Year 19XX

Expenditures	Line ##	Amount (Whole Dollars Only)
Section A. Standard Operating Expenditures		
Salaries and wages	17	
Fringe benefits	18	
Collections		
--print materials (excluding serial subscriptions and microforms)	19	
--serial subscriptions (include all physical formats)	20	
--microforms (except serial subscriptions	21	
--computer software	22	
--audiovisual materials	23	
--other materials	24	
Binding and rebinding	25	
Plant operation and maintenance	26	
Equipment	27	
All other operating expenditures	28	
Total operating expenditures	29	
Section B. Selected Special Expenditures		
Communications		
--postage	30	
--telecommunications	31	
Contracted computer services	32	
Online database searching	33	
Computer hardware	34	
Section C. Capital outlay for sites, buildings, remodeling of old buildings	35	

Part V -- Library Collection, Fiscal Year 19XX

Category	Line #	/Added During/Fiscal Year	/Held at End /of Fiscal Year
Books and Serials and Government Documents (include bound periodicals and newspapers and exclude microforms)			
--no. of volumes	36		
--no. of titles*	37		
--no. of government documents (not already counted)	38		
Current serial subscriptions (includes periodicals and newspapers in any format			
--no. of titles* (include government documents)	39		
Microforms			
--no. of book titles* represented by microforms	40		
--no. of serial titles* represented by microforms	41		
--no. of government document titles* represented by microforms and not already counted	42		
--total no. of physical units of all types of microforms	43		
Audio materials, no. of titles*	44		
Films, no. of titles*	45		
Video materials, no. of titles*	46		
Machine-readable materials, no. of titles*	47		
Other library materials, no. of titles*	48		

*exclude duplicate copies

Part VI -- Library Loan Transactions, Fiscal Year 19XX

Category	Line #	Number
Circulation transactions		
--adult	49	
--juvenile	50	
Total registered borrowers	51	
Interlibrary loans		
--provided to other libraries	52	
--received from other libraries	53	

Part VII -- Library Service Per Typical Week, Fall 19XX

	Line #	Number
Public service hours per typical week	54	
Total attendance in library per typical week	55	
In-library use of library materials per typical week	56	
Total reference transactions per typical week	57	
Total directional transactions per typical week	58	

Part VIII -- Library Service, Fiscal Year 19XX

Public service hours, annual	59	
Information service to groups		
--no. of presentations	60	
--total no. of persons served	61	
Online database searches	62	

Part IX -- Technology

	Line #
Are microcomputers available to the public?	
___ yes	63
if yes, circle one: free, fee, some fee, some free	64
___ no	65
Is online database searching provided to the public?	
___ yes	66
if yes, circle one: free, fee, some fee, some free	67
___ no	68
Is the library involved in cable TV?	
___ yes	69
___ no	70

Department of Education
National Center for Education Statistics
Public Libraries, 19XX

Notes

1. The attached form is recommended to NCES for use as soon as possible after the end of this project (November, 1984). The Advisory Committee and Principal Investigator recommend, however, that before a survey is actually done an advi- sory committee of public library experts be convened. We also recommend that NCES persuade the state library agencies to use the form at the state level. Some changes may be necessary if the form is to be acceptable to all states.

2. It is recommended that the items on this form be included every year on the annual NCES survey of public libraries. It is also recommended that data on the following additional topics be collected on a cyclical basis or in special studies:

library physical facilities	i.e., square feet, shelving capacity, seating capacity (cyclical)
volunteer workers	(special)
in-kind income	(special)

3. The elaborate matrix on Library Technology (page 5 on 1982 form) is not recommended for inclusion in future forms. If NCES is under some obligation to collect data of this type, we suggest the simpler matrix given below:

Library Automation

Enter an "X" for each library service which is performed using computers and indicate if the work is done in-house or by contract or by a combination of both.

Process	In-House Work	Contracted Services	Both In-house and Contract
Acquisitions			
Public Access Catalog			
Cataloging			
Reference			
Circulation			
Interlibrary Loan			
Serials Control			
Administrative Uses			
Other (specify)			

4. In Part I, Public Service Outlets, the four types of outlets must not be totaled as they represent very different types of places. Tables 6 and 7 of the 1977-78 Statistics of Public Libraries should not be repeated.

Department of Education
National Center for Education Statistics
Washington, DC 20202

PUBLIC LIBRARIES, 19XX

PLEASE READ THESE INSTRUCTIONS BEFORE COMPLETING THIS FORM. Definitions are important to ensure comparability of data from different libraries. For the most part, definitions in these instructions were taken from the standard for library statistics approved by the National Information Standards Organization (Z39).

Do not leave any items blank. Enter "0" if the appropriate entry for an item is zero or "none". Enter "N/A" if an item does not apply to your library. If an exact figure is not available for a particular item, but it is known that the amount is greater than zero, ENTER AN ESTIMATE OF THE AMOUNT. Indicate that the figure is an estimate by parentheses. Estimates are important if exact data are not available.

INSTRUCTIONS

TIME PERIOD COVERED. Parts I, II, VII and IX are for Fall 19XX. Parts III, IV, V, VI, and VIII are for the fiscal year that ENDED during the calendar year of January 1, 19XX through December 31, 19XX.

QUESTIONS. If you have any questions, write to the National Center for Education Statistics, ATTN: Learning Resources Branch, 400 Maryland Avenue SW, Washington, DC 20202, or call: _____.

PART I - NUMBER OF PUBLIC SERVICE OUTLETS

Use this section to report all service outlets as defined below. Service

units that are NOT OPEN TO THE PUBLIC are NOT to be reported as public service outlets.

CENTRAL LIBRARY (Line 1). The single unit library or the unit where the principal collections are kept and handled. Also called Main Library. Some county, multicounty and regional library systems may not have a main library. Some systems may have an administrative center which is separate from the principal collections and is not open to the public.

BRANCH LIBRARIES (Line 2). Branch libraries are auxiliary units which have all of the following: (1) separate quarters, (2) a permanent basic collection of books, (3) a permanent staff, and (4) a regular schedule for opening to the public. They are, however, administered from a central unit. Regional or divisional centers should be counted as branches.

BOOKMOBILE (Line 3). A truck or van especially equipped to carry books and other library materials and serve as a traveling branch library. Count vehicles, not stops.

OTHER PUBLIC SERVICE OUTLETS (Line 4). Include collections in nursing homes, prisons, etc.

PART II - LIBRARY STAFF, FALL 19XX

N.B. Include unfilled positions if a search is currently underway.

FULL-TIME EQUIVALENT EMPLOYEES. The sum of full-time employees plus a count of the number of persons who would be in a particular category when the time spent by part-time persons is summed and divided by the time spent by a full-time person. To compute full-time equivalents (FTE) of part-time employees, take the number of hours worked per week by a part-time employee and divide it by the number of hours CONSIDERED BY THE REPORTING LIBRARY TO BE A FULL-TIME WORK WEEK. (E.g., 60 hours per week of part-time work divided by

40 hours per full-time week equals 1.5 FTE, or 60 hours per week of part-time work divided by 35 hours per full-time week equals 1.7 FTE).)

LIBRARIAN (Line 5). A staff member doing work that requires professional training and skill in the theoretical or scientific aspect of library work, or both, as distinct from its mechanical or clerical aspect. The usual educational requirement is a master's degree (or its historical antecedent) from a library education program approved by the American Library Association.

PART III - LIBRARY INCOME BY SOURCE

LOCAL GOVERNMENT SOURCES (Line 8). All revenue and nonrevenue receipts allocated by the community, district, or region of the public library, and available for expenditure by the public library. Do NOT include here the value of any contributed or in-kind services and the value of any gifts and donations, fines or fees.

STATE SOURCES (Line 9). All revenue from funds collected by the State and distributed to public libraries for expenditure by the public libraries, except for Federal moneys distributed by the States.

FEDERAL SOURCES (Lines 10-13). All revenue from funds collected by the Federal Government and distributed to public libraries for expenditure by the public libraries, including Federal moneys distributed by the States.

REVENUE SHARING (Lines 10-11). All revenue from the Federal Government, under the Federal Revenue Sharing Programs, and distributed to public libraries for expenditure by the public libraries, including such Federal moneys distributed by the State.

LIBRARY SERVICES AND CONSTRUCTION ACT (LSCA) FUNDS (Line 12). All funds from the LSCA distributed to public libraries for expenditure by the public libraries.

OTHER FEDERAL (Line 13). All revenue from the Federal Government except revenue received under the Federal Revenue Sharing Programs, and distributed to public libraries for expenditure by the public libraries, including such Federal moneys distributed by the State.

GIFTS AND DONATIONS (Line 14). Report all gifts and donations of money from all sources. Include interest on gifts of money. Do NOT include the value of gifts and donations of books and other library materials and equipment.

OTHER INCOME (Line 15). Report all income other than that given in Lines 8 through 14. This amount is the difference between the sum of the income reported in Lines 8 through 14 and the total income, reported in Line 16. Do NOT include the value of any contributed services or the value of "in-kind" gifts and donations.

PART IV - LIBRARY EXPENDITURES FROM ALL SOURCES, FISCAL YEAR 19XX

Part IV has been divided into three sections in order to facilitate reporting. All operating expenditures should be reported in Section A, Standard Operating Expenditures, which includes specific lines for items that appear in most library operating budgets (lines 17-27). All other expenses should be reported on line 28 so that line 29 IS A TOTAL OF ALL OPERATING EXPENDITURES. Section B, Selected Special Expenditures, includes lines for expenditures which may appear in different places on different library budgets. (For example, online database searching may be considered under collection expenditures in some libraries. In others it may be reported under "other operating expenditures.") It is expected that amounts reported in Section B have already been reported in Section A. They are requested here, however, so that trends in these important areas may be documented. Section C requests information on capital expenditures.

AMOUNT. To insure accurate reporting, consult your business officer regarding this section. Report only such monies expended during the 19XX fiscal year,

regardless of when the monies may have been received from Federal, State, local, or other sources. Report all expenditures as whole dollars only, omit cents.

SALARIES AND WAGES (Line 17). This amount should be the salaries and wages for all library staff except plant operation and maintenance staff for the 19XX fiscal year. Include salaries and wages before deductions, but exclude "fringe benefits."

FRINGE BENEFITS (Line 18). The benefits outside of salary and wages paid and accruing to an employee, regardless of whether the benefits or equivalent cash options are available to all employees. Include amounts spent by the library for direct, paid fringe benefits including Social Security, retirement, medical insurance, life insurance, guaranteed disability income protection, unemployment compensation, workmen's compensation, tuition, and housing benefits. If these benefits are not paid from the library budget mark N/A.

PRINT MATERIAL (Line 19). Material consisting primarily of words and usually produced by making an impression with ink on paper. Included in this category are materials that do not require magnification: books, bound periodicals, government documents, braille material, ephemeral print material, and the like.

SERIAL (Line 20). A publication issued in successive parts, usually at regular intervals, and as a rule, intended to be continued indefinitely. Serials include periodicals, newspapers, annual (reports, yearbooks, etc.), memoirs, proceedings, and transactions of societies.

MICROFORM (Line 21). A photographic reproduction of textual, tabular, or graphic material reduced in size so that it can normally be used only with magnification. The two main types of microforms are microreproductions on transparent material, including roll microfilm, aperture cards, microfiche, and ultrafiche, and reproductions on opaque material.

COMPUTER SOFTWARE (Line 22). Programs, procedures, and associated

documentation that instruct the computer to perform certain types of tasks, in contrast to the physical components or devices of a computer (hardware).

AUDIOVISUAL MATERIALS (Line 23). The library materials that are displayed by visual projection or magnification or through sound reproduction, or both, including graphic material, audio material, motion pictures, and video material; also the special visual materials such as cartographic and three-dimensional material.

OTHER MATERIALS (Line 24). Include all expenditures for materials not reported in lines 19-23.

BINDING AND REBINDING (Line 25). Report only expenditures paid to commercial binderies for all binding and rebinding of books and periodicals during the 19XX fiscal year. Do NOT allocate wages, materials, etc., for binding.

PLANT OPERATION AND MAINTENANCE (Line 26). OPERATION OF PLANT consists of the housekeeping activities concerned with keeping the physical plant open and ready for use. It includes cleaning, disinfecting, heating, lighting, communications, power, moving furniture, handling stores, caring for grounds, and other such housekeeping activities as are repeated somewhat regularly on a daily, weekly, monthly, or seasonal basis. Include minor repairs (e.g. broken windows). Include salaries of staff if paid from library budget.

EQUIPMENT (Line 27). Include expenditures for all library equipment purchased during the 19XX fiscal year. Includes microform equipment, audiovisual equipment and computer related equipment.

OTHER OPERATING EXPENDITURES (Line 28). Include all expenditures other than those given in lines 17-27.

POSTAGE (Line 30). Include all expenditures for postage and delivery, including U.S. Mail and commerical delivery services during the 19XX fiscal year.

TELECOMMUNICATIONS (Line 31). Include separately billed expenditures for all types of telephone service and for such services as electronic mail, teleconferencing, telefacsimile, teletype, telex.

CONTRACTED COMPUTER SERVICES (Line 32). Include any costs related to purchased library services done for your library on computers by a computerized library network, computerized cooperative library organization or by a commercial organization providing library services. Associated telecommunications costs may be included.

ONLINE DATABASE SEARCH (Line 33). A reference transaction in which the source utilized is one or more databases searched online by computer.

CAPITAL OUTLAY (Line 35). Report all expenditures during the 19XX fiscal year which resulted in the acquisition of fixed assets or additions to fixed assets, except for the purchase of library equipment (reported in Line 27). Includes expenditures for sites, buildings, additions to buildings, remodeling of buildings.

PART V -- LIBRARY COLLECTIONS

ADDED DURING FISCAL YEAR. Report gross number added. Do NOT subtract the number withdrawn.

BOOK (Line 36). A nonperiodical printed publication bound in hard or soft covers, or in loose-leaf format, of at least forty-nine pages, exclusive of the cover pages; or a juvenile nonperiodical publication of any length bound in hard or soft covers.

SERIAL (Line 36). A publication issued in successive parts, usually at regular intervals, and as a rule, intended to be continued indefinitely. Serials include periodicals, newspapers, annual (reports, yearbooks, etc.), memoirs, proceedings, and transactions of societies.

GOVERNMENT DOCUMENT (Line 36). Any publication in book, serial, or other form of library material that is published by a government agency, e.g., the publications of federal, state, local, and foreign governments and of intergovernmental organizations to which governments belong and appoint representatives, such as the United Nations, Organization of American States, and the Erie Basin Commission.

PERIODICAL (Line 36). A publication in any medium intended to appear indefinitely at regular or stated intervals, generally more frequently than annually. Individual issues are numbered consecutively or dated and normally contain separate articles, stories, or other writings. Newspapers disseminating general news, and the proceedings, papers, or other publications of corporate bodies primarily related to their meetings, are not included in this term.

NEWSPAPER (Line 36). A serial that is designed mainly to be a source of written information on current events. It may also include articles as well as illustrations, advertising, legal notices, and vital statistics. Newspapers appear with a masthead and are usually printed on newsprint without a cover.

VOLUME (Line 36). For reporting purposes, a volume is a physical unit of any printed, typewritten, handwritten, mimeographed, or processed work, contained in one binding or portfolio, hardbound or paperbound, which has been cataloged, classified, and/or otherwise made ready for use.

TITLE (Line 37). For reporting purposes, a title is a publication which forms a separate bibliographic whole, whether issued in one or several volumes, reels, discs, slides, or parts. It applies equally to printed materials, such as books and periodicals, as well as to audiovisual materials and microforms.

Report the number of items for which a separate shelflist card has been made. (SHELFLIST: A record of materials in a library, arranged in the order in which the materials stand when they are shelved or stored.) Thus, six copies of the same edition of a title count as one title; two editions of the same title which have been cataloged or recorded separately count as two

titles; a set of six items for which six shelflist cards have been made counts as six titles; and two sets of the same edition for which one shelflist card has been made count as one title.

METHOD FOR ESTIMATING THE NUMBER OF TITLES IN THE COLLECTION:
A library which does not maintain a title count of its various collections, and that cannot easily count the number of separate shelflist cards, should use the following method for estimating this count:

1. Pressing the cards tightly together, measure the total number of inches in the shelflist.
2. Using the same amount of pressure, measure one inch of cards in the shelflist. Count the number of titles contained in the inch.
3. Repeat step 2 at regular intervals (for example, count one inch in every foot, or in every three feet, or other pre-established interval) to ensure measuring at least seven sample inches distributed throughout the shelflist.
4. Average the number of titles per inch in the samples. If any sample varies from the average by more than four cards, repeat steps one through four, applying more even pressure to the cards.
5. Multiply the average titles per inch by the total number of inches of cards in the shelflist.

CURRENT SERIAL SUBSCRIPTIONS (Line 39). Report number of titles subscribed to, and not number of individual issues (exclude duplicate subscriptions).

MICROFORM (Lines 40-43). A photographic reproduction of textual, tabular, or graphic material reduced in size so that it can be used only with magnification. The two main types of microforms are microreproductions on transparent material, including roll microfilm, aperture cards, microfiche, and ultrafiche, and reproductions on opaque material.

AUDIO MATERIAL (Line 44). A generic term for material on which sounds (only) are stored (recorded) and that can be reproduced (played back) mechanically or electronically, or both. This includes audiocassettes, audiocartridges,

audiodiscs, audioreels, talking books, and other sound recordings.

FILMS (Line 45). The term film is used interchangeably with "motion picture" which is a length of film, with or without recorded sound, bearing a sequence of images that create the illusion of movement when projected in rapid succession (usually 18 or 24 frames per second). Motion pictures are produced in a variety of sizes (8, super 8, 16, 35, 55, and 70 mm) and a variety of formats (cartridge, cassette, loop, and reel). Common motion picture sizes in instructional use are 8mm, super 8mm, and 16mm.

VIDEO MATERIAL (Line 46). A generic term for material on which both pictures and sound are recorded. Electronic playback reproduces both pictures and sounds using a television receiver or monitor.

MACHINE-READABLE MATERIAL (Line 47). Material in a form designed to be processed by a machine, usually a computer, either as input or as output, that has data recorded on it in some form. These materials include data files and computer program files. Typically, these files are stored on such media as punched cards, paper tape, magnetic tape and discs, and digital videodiscs. This excludes computer output that is eye-legible or can be read with magnification. Include microcomputer software.

OTHER (Line 48). Include all materials not already reported.

PART VI -- LIBRARY LOAN TRANSACTIONS, FISCAL YEAR 19XX

CIRCULATION TRANSACTION (Lines 49-50). The act of lending an item from the library's collection for use generally (although not always) outside the library. This activity includes charging, either manually or electronically, and also renewals, each of which is reported as a circulation transaction.

TOTAL REGISTERED BORROWERS (Line 51). Report the total number of registered borrowers for your library as of the last day of your most recent fiscal year.

If figure is not available for that date, report for a date during Fall, 19XX.

A registered borrower is a library user who has applied for and received an identification number or card from the public library which establishes the conditions under which he may borrow library materials.

INTERLIBRARY LOAN (Lines 52-53). A transaction in which library material, or a copy of the material, is made available by one library to another upon request. It includes both lending and borrowing. The libraries involved in interlibrary loan are not under the same administration.

PART VII -- SECTION A, LIBRARY SERVICE PER TYPICAL WEEK, FA11 19XX

If data were collected during a typical week in Fall, 19XX, record figures here. Otherwise, collect data during the next typical week and record here.

TYPICAL WEEK (Lines 54-58). A typical week is a week in which the library is open its regular hours, containing no holidays. It is seven consecutive calendar days, from Sunday through Saturday, or whatever days the library is open during that period.

PUBLIC SERVICES HOURS PER TYPICAL WEEK (Line 54). Consider both main library and branches using the following method. If a library is open from 9:00 am to 5:00 pm Monday through Friday, it should report 40 hours per week. If several of its branches are also open during those hours, the figure remains 40 hours. Should Branch A also be open one evening from 7:00 to 9:00, the total hours during which users can find service becomes 42. If Branch B is open the same hours on the same evening the total remains 42, but if it is open 2 hours on another evening, or from 5:00 to 7:00 on the evening when Branch A is open later, the total becomes 44 hours during which users can find service.

TOTAL ATTENDANCE IN LIBRARY PER TYPICAL WEEK (Line 55). Report the total number of persons entering the library per typical week including persons

attending activities, meetings, and those persons requiring no staff services.

IN-LIBRARY USE OF LIBRARY MATERIALS PER TYPICAL WEEK (Line 56). Report the total number of materials utilized in the library, but not checked out. They include reference books, periodicals, book stock, and all other library materials that are used WITHIN the library. For one method of counting inlibrary use see Output Measures for Public Libraries (ALA, 1982).

TOTAL REFERENCE TRANSACTIONS PER TYPICAL WEEK (Line 57). Report the total reference transactions per typical week. A reference transaction is an information contact which involves the knowledge, use, recommendations, interpretation, or instruction in the use of one or more information sources by a member of the library staff. Includes information and referral service. Information sources include printed and non-printed materials, machine-readable data bases (including computer-assisted instruction), catalogs and other holdings records, and, through communication or referral, other libraries and institutions, and persons both inside and outside the library. A contact that includes both reference and directional services should be reported as one reference transaction. When a staff member utilizes information gained from previous use of information sources to answer a question, report as a reference transaction, even if the source is not consulted again during this transaction. Duration should not be an element in determining whether a transaction is reference or directional.

TOTAL DIRECTIONAL TRANSACTIONS PER TYPICAL WEEK (Line 58). Report the total directional transactions per typical week. A directional transaction is an information contact which facilitates the use of the library in which the contact occurs and which does NOT involve the knowledge, use, recommendation, interpretation, or instruction in the use of, any information sources other than those which describe that library, such as schedules, floor plans, handbooks, and policy statements. Examples of directional transactions include giving instrucion for locating, within the library, staff, library users, or physical features, etc., and giving assistance of a non-bibliographic nature with machines.

PART VIII -- LIBRARY SERVICE, FISCAL YEAR 19XX

PUBLIC SERVICE HOURS, ANNUAL (Line 59). Count both main library and branches using the following method. If the main library is open 60 hours per week (60 times 52 weeks = 3120), less 5 days of 10 hours each closed for holidays, the main library total is 3120 less 50 = 3070 hours. If 3 branch libraries are also open the same number of hours as the main library (regardless of whether or not all facilities are open at the same time) the annual aggregate for the library is 4 times 3070 = 12,280 hours.

INFORMATION SERVICE TO GROUPS (Lines 60-61). An information contact in which a staff member or person invited by a staff member provides information intended for a number of persons and planned in advance. Information service to groups may be either bibliographic instruction or library use presentations, or it may be cultural, recreational, or educational presentations. Presentations both on and off the library premises are included, as long as they are sponsored by the library. Does not include meetings sponsored by other groups using library meeting rooms.

ONLINE DATABASE SEARCH (Line 62). A reference transaction in which the source utilized is one or more databases searched online by computer.

PART IX -- TECHNOLOGY

MICROCOMPUTER (Line 63). A small computer system, consisting of hardware and software, whose main processing blocks are made of semiconductor integrated circuits (IC). The hardware of a microcomputer consists of a Central Processing Unit (CPU), an input/output unit, and memory. Microcomputers are functionally the same as minicomputers and mainframe computers, the difference being in the capability with which they can store and handle information and the speed at which they can process it. "Home computers," "personal computers," and "business computers" are all types of microcomputers that are, in turn, distinguished largely by their internal memory and storage capacity

and price. If one or more microcomputers is (are) available to the public indicate "yes" and note if such use is free, for fee or may be either depending on circumstances.

ONLINE DATABASE SEARCH (Line 66). A reference transaction in which the source utilized is one or more databases searched online by computer. If online database searching is available to the public indicate yes and note if such service is free, for fee or may be either depending on circumstances.

CABLE TELEVISION (Line 69). The transmission of television programs received from regular broadcasting stations by a common antenna, and of locally initiated programs on magnetic tape and films or live to cable subscribers in a designated area. Reception by cable is usually high quality, and cable stations may transmit many programs at the same time. Libraries may use a free channel allocated to education. Indicate yes if the library is involved with cable television in any way.

DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, DC 20202

HIGHER EDUCATION GENERAL INFORMATION SURVEY
COLLEGE/UNIVERSITY LIBRARIES, 19XX

Each item on this page should be completed by all institutions. Please return the completed form either directly to Department of Education, National Center for Education Statistics, 400 Maryland Avenue SW (Presidential Building, Suite 205, Attention: HEGIS) Washington DC 20202, or to HEGIS COORDINATOR, if there is a HEGIS coordinator in your state.

Name and Mailing Address of Institution or Campus Covered by this Report:

Name and Title of Respondent:

Telephone Number of Respondent:

Please note that each institution, branch, campus or other entity separately certified by the Division of Eligibility and Agency Evaluation (DEAE) of the U.S. Department of Education, with its own FICE code, and listed separately in the Education Directory--College and Universities, should be reported on a separate survey form and not included or combined with any other such certified unit. On the other hand, all library units at the institution, branch, or campus, including medical and law schools, and any other academic library, should be included in the report of the appropriate institution, branch, or campus. If any such units are not included in this report, please list them below. If necessary, continue on attached sheet.

Name and address of library NOT included in this report:

If the educational organization or entity covered by this survey report is part of a multi-campus institution or part of a system of institutions, please enter the name of the institution or system below. If not applicable, check here: ____

Part I -- Public Service Outlets, Fall 19XX

	Line #
Branches	1

Part II -- Library Staff

	Line #	No. of FTE
Librarians	2	
All other paid staff (exclude plant operation and maintenance and students)	3	
Student help from all funding sources	4	
Total paid staff (exclude plant operation and maintenance)	5	

Part III -- Library Expenditures, Fiscal Year 19XX

	Line ##	Amount (Whole Dollars Only)
Section A. Standard Operating Expenditures:		
Salaries and wages	6	
Fringe benefits	7	
Collections		
--print materials (excluding serial subscriptions and microforms)	8	
--serial subscriptions (include all physical formats)	9	
--microforms (except serial subscriptions)	10	
--computer software	11	
--audiovisual materials	12	
Binding and rebinding	13	
Equipment	14	
All other operating expenditures	15	
Total operating expenditures	16	
B. Selected Special Expenditures:		
Communications		
--postage	17	
--telecommunications	18	
Contracted computer services	19	
Online database searching	20	
Computer hardware	21	

Part IV -- Library Collection, Fiscal Year 19XX

Category	Line #	Added During Fiscal Year	Held at End of Fiscal Year
Books and Serials and Government Documents (include bound periodicals and newspapers and exclude microforms)			
--no. of volumes	22		
--no. of titles*	23		
--no. of government document titles*	24		
Current serial subscriptions (includes periodicals and newspapers			
--no. of titles* (include government documents)	25		
Microforms			
--no. of book titles* represented by microforms	26		
--no. of serial titles* represented by microforms	27		
--no. of government document titles* represented by microforms and not already counted	28		
--total no. of physical units of all types of microforms	29		
Manuscripts and archives (in linear feet)	30		
Cartographic materials, no. of units	31		
Graphic materials, no. of units	32		
Audio materials, no. of titles	33		
Films, no. of titles	34		
Video materials, no. of titles	35		
Machine-readable materials, no. of titles	36		
Other library materials, no. of titles	37		

*exclude duplicate copies

Part V -- Library Loan Transactions, Fiscal Year 19XX

Category	Line #	Number
Circulation transactions		
--general collection	38	
--reserve collection	39	
Interlibrary loans		
--provided to other libraries	40	
--received from other libraries	41	

Part VI -- Library Service Per Typical Week, Fall 19XX

	Line #	Number
Public service hours per typical week	42	
Total attendance in library per typical week	43	
In-library use of library materials per typical week	44	
Total reference transactions per typical week	45	
Total directional transactions per typical week	46	

Part VII -- Library Service, Annual, Fiscal Year 19XX

Public service hours, annual	47	
Information service to groups per typical week		
--no. of presentations	48	
--total no. of persons served	49	
Online database searches	50	

Department of Education
National Center for Education Statistics
Washington, DC 20202

COLLEGE/UNIVERSITY LIBRARIES, 19XX

READ THESE INSTRUCTIONS BEFORE COMPLETING THIS FORM. Definitions are important to ensure comparability of data from different libraries. For the most part, definitions in these instructions were taken from the standard for library statistics approved by the National Information Standards Organization (Z39).

Do not leave any items blank. Enter "0" if the appropriate entry for an item is zero or "none". Enter "N/A" if an item does not apply to your library. If an exact figure is not available for a particular item, but it is known that the amount is greater than zero, ENTER AN ESTIMATE OF THE AMOUNT. Indicate that the figure is an estimate by parentheses. Estimates are important if exact data are not available. Mail the completed form to your coordinating State library agency. If you do not have a coordinating State library agency, mail the completed form to: _____

INSTRUCTIONS

TIME PERIOD COVERED. Parts I, II, and VI are for Fall 19XX. Parts III, IV, V, and VII are for the fiscal year that ended during the calendar year of January 1, 19XX through December 31, 19XX.

QUESTIONS. If you have any questions, write to the National Center for Education Statistics, ATTN: Learning Resources Branch, 400 Maryland Avenue SW, Washington, DC 20202, or call: _____.

PART I - NUMBER OF PUBLIC SERVICE OUTLETS

BRANCH LIBRARIES (Line 1). Branch libraries are auxiliary units which have all of the following: (1) separate quarters, (2) a permanent basic collection of books, (3) a permanent staff, and (4) a regular schedule for opening to the public. They are, however, administered from a central unit and are part of an institution with the same FICE code as the central library.

PART II - LIBRARY STAFF, FALL 19XX

FULL-TIME EQUIVALENT EMPLOYEES. The sum of full-time employees plus a count of the number of persons who would be in a particular category when the time spent by part-time persons is summed and divided by the time spent by a full-time person. To compute full-time equivalents (FTE) of part- time employees, take the number of hours worked per week by a part-time employee and divide it by the number of hours CONSIDERED BY THE REPORTING LIBRARY TO BE A FULL-TIME WORK WEEK. (E.g., 60 hours per week of part-time work divided by 40 hours per full-time week equals 1.5 FTE).

LIBRARIAN (Line 2). A staff member doing work that requires professional training and skill in the theoretical or scientific aspect of library work, or both, as distinct from its mechanical or clerical aspect. The usual educational requirement is a master's degree (or its historical antecedent) from a library education program approved by the American Library Association.

N.B. Include unfilled positions if search is currently underway.

PART III - LIBRARY EXPENDITURES FROM ALL SOURCES, FISCAL YEAR 19XX

Part III has been divided into two sections in order to facilitate reporting. All operating expenditures should be reported in Section A, Standard Operating Expenditures, which includes lines for items that appear in most library

operating budgets. Section B, Selected Special Expenditures, includes lines for expenditures which may appear in different places on different library budgets. (For example, online database searching may be considered under collection expenditures in some libraries. In others it may be reported under "other operating expenditures".) It is expected that amounts reported in Section B have already been reported in Section A, most likely as "other operating expenditures". They are requested here, however, so that trends in these important areas may be documented.

AMOUNT. Report only such monies expended during the 19XX fiscal year, regardless of when the monies may have been received from Federal, State, local, or other sources. Report all expenditures as whole dollars only, omit cents.

SALARIES AND WAGES (Line 6). This amount should be the salaries and wages for all library staff except plant operation and maintenance staff for the 19XX fiscal year. Include salaries and wages before deductions, but exclude "fringe benefits."

FRINGE BENEFITS (Line 7). The benefits outside of salary and wages paid and accruing to an employee, regardless of whether the benefits or equivalent cash options are available to all employees. Include amounts spent for direct, paid fringe benefits including Social Security, retirement, medical insurance, life insurance, guaranteed disability income protection, unemployment compensation, workmen's compensation, tuition, and housing benefits. If these benefits are not paid from the library budget mark N/A.

PRINT MATERIAL (Line 8). Material consisting primarily of words and usually produced by making an impression with ink on paper. Included in this category are materials that do not require magnification: books, serials (including periodicals), government documents, braille material, ephemeral print material, and the like.

SERIAL (Line 9). A publication issued in successive parts, usually at regular intervals, and as a rule, intended to be continued indefinitely. Serials include periodicals, newspapers, annual (reports, yearbooks, etc.), memoirs, proceedings, and transactions of societies; they may include monographic and publishers' series.

MICROFORM (Line 10). A photographic reproduction of textual, tabular, or graphic material reduced in size so that it can be used only with magnification. The two main types of microforms are microreproductions on transparent material, including roll microfilm, aperture cards, microfiche, and ultrafiche, and reproductions on opaque material.

COMPUTER SOFTWARE (Line 11). Programs, procedures, and associated documentation that instruct the computer to perform certain types of tasks, in contrast to the physical components or devices of a computer (hardware).

AUDIOVISUAL MATERIALS (Line 12). The library materials that are displayed by visual projection or magnification or through sound reproduction, or both, including graphic material, audio material, motion pictures, and video material; also the special visual materials such as cartographic and three-dimensional material.

BINDING AND REBINDING (Line 13). Report only expenditures paid to commercial binderies for all binding and rebinding of books and periodicals during the 19XX fiscal year. Do NOT allocate wages, materials, etc., for binding.

EQUIPMENT (Line 14). Include expenditures for all library equipment purchased during the 19XX fiscal year. Includes microform equipment, audiovisual equipment and computer related equipment.

POSTAGE (Line 17). Include all expenditures for postage and delivery, including U.S. Mail and commerical delivery services during the 19XX fiscal year.

TELECOMMUNICATIONS (Line 18). Include separately billed expenditures for all types of telephone service and for such services as electronic mail, teleconferencing, telefacsimile, teletype, telex.

CONTRACTED COMPUTER SERVICES (Line 19). Include any costs related to purchased library services done for your library on computers by a computerized library network, computerized cooperative library organization or by a commercial organization providing library services. Telecommunications costs may be included.

ONLINE DATABASE SEARCH (Line 20). A reference transaction in which the source utilized is one or more databases searched online by computer.

PART IV -- LIBRARY COLLECTIONS

ADDED DURING FISCAL YEAR. Report gross number added. Do NOT subtract the number withdrawn.

BOOK (Lines 22-24). A nonperiodical printed publication bound in hard or soft covers, or in loose-leaf format, of at least forty-nine pages, exclusive of the cover pages; or a juvenile nonperiodical publication of any length bound in hard or soft covers.

SERIAL (Lines 22-25). A publication issued in successive parts, usually at regular intervals, and as a rule, intended to be continued indefinitely. Serials include periodicals, newspapers, annual (reports, yearbooks, etc.), memoirs, proceedings, and transactions of societies; they may include monographic and publishers' series.

GOVERNMENT DOCUMENTS (Lines 22-25). Any publication in book serial, or other form of library material that is published by a government agency, e.g., the publications of federal, state, local, and foreign governments and of intergovernmental organizations to which governments belong and appoint

representatives, such as the United Nations, Organization of American States, and the Erie Basin Commission.

PERIODICALS (Lines 22-25). A publication in any medium intended to appear indefinitely at regular or stated intervals, generally more frequently than annually. Individual issues are numbered consecutively or dated and normally contain separate articles, stories, or other writings. Newspaper disseminating general news, and the proceedings, papers, or other publications of corporate bodies primarily related to their meetings, are not included in this term.

NEWSPAPERS (Lines 22-25). A serial that is designed mainly to be a primary source of written information on current events. It may also include articles as well as illustrations, advertising, legal notices, and vital statistics. Newspapers appear with a masthead and are usually printed on newsprint without a cover.

VOLUMES (Line 22). For reporting purposes, a volume is a physical unit of any printed, typewritten, handwritten, mimeographed, or processed work, contained in one binding or portfolio, hardbound or paperbound, which has been cataloged, classified, and/or otherwise made ready for use.

TITLES (Line 23). For reporting purposes, a title is a publication which forms a separate bibliographic whole, whether issued in one or several volumes, reels, discs, slides, or parts. It applies equally to printed materials, such as books and periodicals, as well as to audiovisual materials and microforms.

Report the number of items for which a separate shelflist card has been made. (SHELFLIST: A record of materials in a library, arranged in the order in which the materials stand when they are shelved or stored.) Thus, six copies of the same edition of a title count as one title; two editions of the same title which have been cataloged or recorded separately count as two titles; a set of six items for which six shelflist cards have been made counts as six titles; and two sets of the same edition for which one shelflist card has been made count as one title.

METHOD FOR ESTIMATING THE NUMBER OF TITLES IN THE COLLECTION:
A library which does not maintain a title count of its various collections, and that cannot easily count the number of separate shelflist cards, should use the following method for estimating this count:

1. Pressing the cards tightly together, measure the total number of inches in the shelflist.
2. Using the same amount of pressure, measure one inch of cards in the shelflist. Count the number of titles contained in the inch.
3. Repeat step 2 at regular intervals (for example, count one inch in every foot, or in every three feet, or other pre-established interval) to ensure measuring at least seven sample inches distributed throughout the shelflist.
4. Average the number of titles per inch in the samples. If any sample varies from the average by more than four cards, repeat steps one through four, applying more even pressure to the cards.
5. Multiply the average titles per inch by the total number of inches of cards in the shelflist.

CURRENT SERIAL SUBSCRIPTIONS (Line 25). Report number of titles subscribed to, and not number of individual issues (exclude duplicate subscriptions).

MICROFORM (Lines 26-29). A photographic reproduction of textual, tabular, or graphic material reduced in size so that it can be used only with magnification. The two main types of microforms are microreproductions on transparent material, including roll microfilm, aperture cards, microfiche, and ultrafiche, and reproductions on opaque material.

MANUSCRIPT (Line 30). A handwritten or typed document, including carbon copies.

ARCHIVES (Line 30). The noncurrent records of an organization or institution preserved because of their continuing value.

CARTOGRAPHIC MATERIALS (Line 31). Any material representing, in whole or in

part, the earth or any celestial body at any scale. This includes two- and three-dimensional maps and globes.

GRAPHIC MATERIALS (Line 32). That material for viewing without sound. The material may be projected or magnified or may not. It includes: art originals; art prints; art reproductions; slides; transparencies; filmstrips; photographs; pictures, postcards; posters; study prints; and the like.

AUDIO MATERIAL (Line 33). A generic term for material on which sounds (only) are stored (recorded) and that can be reproduced (played back) mechanically or electronically, or both. This includes audiocassettes, audiocartridges, audiodiscs, audioreels, talking books, and other sound recordings.

FILMS (Line 34). The term film is used interchangeably with "motion picture" which is a length of film, with or without recorded sound, bearing a sequence of images that create the illusion of movement when projected in rapid succession (usually 18 or 24 frames per second). Motion pictures are produced in a variety of sizes (8, super 8, 16, 35, 55, and 70 mm) and a variety of formats (cartridge, cassette, loop, and reel). Common motion picture sizes in instructional use are 8mm, super 8mm, and 16mm.

VIDEO MATERIAL (Line 35). A generic term for material on which both pictures and sound are recorded. Electronic playback reproduces both pictures and sounds using a television receiver or monitor.

MACHINE-READABLE MATERIAL (Line 36). Material in a form designed to be processed by a machine, usually a computer, either as input or as output, that has data recorded on it in some form. These materials include data files and computer program files. Typically, these files are stored on such media as punched cards, paper tape, magnetic tape and discs, and digital videodiscs. This excludes computer output that is eye-legible or can be read with magnification. Include microcomputer software.

OTHER (Line 37). Include all materials not already reported.

PART V -- LIBRARY LOAN TRANSACTIONS, FISCAL YEAR 19XX

CIRCULATION TRANSACTION (Lines 38-39). The act of lending an item from the library's collection for use generally (although not always) outside the library. This activity includes charging, either manually or electronically, and also renewals, each of which is reported as a circulation transaction.

RESERVE COLLECTION (Line 39). Those materials that have been removed from the general library collection and set aside in a library or media center so that they will be on hand for a certain course of study or activity in progress. Usually, the circulation and length of loan of items in a reserve collection are restricted so that these items will be available to many users who have need of them within a limited time period.

INTERLIBRARY LOAN (Lines 40-41). A transaction in which library material, or a copy of the material, is made available by one library to another upon request. It includes both lending and borrowing. The libraries involved in interlibrary loan are not under the same administration or on the same campus.

PART VI -- LIBRARY SERVICE PER TYPICAL WEEK, FA11 19XX

If data were collected during a typical week in the past fiscal year, record figures here. Otherwise, collect data during the next typical week and record here.

TYPICAL WEEK (Lines 42-46). A typical week is a week in which the library is open its regular hours, containing no holidays. It is seven consecutive calendar days, from Sunday through Saturday, or whatever days the library is normally open during that period.

PUBLIC SERVICE HOURS PER TYPICAL WEEK (Line 42). Consider both main library and branches using the following method. If a library is open from 9:00 am to 5:00 pm Monday through Friday, it should report 40 hours per week. If several

of its branches are also open during those hours, the figure remains 40 hours. Should Branch A also be open one evening from 7:00 to 9:00, the total hours during which users can find service becomes 42. If Branch B is open the same hours on the same evening the total remains 42, but if it is open 2 hours on another evening, or from 5:00 to 7:00 on the evening when Branch A is open later, the total becomes 44 hours during which users can find service.

TOTAL ATTENDANCE IN LIBRARY PER TYPICAL WEEK (Line 43). Report the total number of persons entering the library per typical week including persons attending activities, meetings, and those persons requiring no staff services.

IN-LIBRARY USE OF LIBRARY MATERIALS PER TYPICAL WEEK (Line 44). Report the total number of materials utilized in the library, but not checked out. They include reference books, periodicals, book stock, and all other library materials that are used WITHIN the library. For one method of counting inlibrary use see Output Measures for Public Libraries (ALA, 1982).

TOTAL REFERENCE TRANSACTIONS PER TYPICAL WEEK (Line 45). Report the total reference transactions per typical week. A reference transaction is an information contact which involved the knowledge, use, recommendations, interpretation, or instruction in the use of one or more information sources by a member of the library staff. Information sources include printed and non-printed materials, machine-readable data bases (including computer-assisted instruction), catalogs and other holdings records, and, through communication or referral, other libraries and institutions, and persons both inside and outside the library. Includes information and referral service. A contact that includes both reference and directional services should be reported as one reference transaction. When a staff member utilizes information gained from previous use of information sources to answer a question, report as a reference transaction, even if the source is not consulted again during this transaction. Duration should not be an element in determining whether a transaction is reference or directional.

TOTAL DIRECTIONAL TRANSACTIONS PER TYPICAL WEEK (Line 46). Report the total directional transactions per typical week. A directional transaction is an information contact which facilitates the use of the library in which the contact occurs and which does NOT involve the knowledge, use, recommendation, interpretation, or instruction in the use of, any information sources other than those which describe that library, such as schedules, floor plans, handbooks, and policy statements. Examples of directional transactions include giving instrucion for locating, within the library, staff, library users, or physical features, etc., and giving assistance of a non-bibliographic nature with machines.

Part VII -- Library Service, Fiscal Year 19XX

PUBLIC SERVICE HOURS, ANNUAL (Line 47). If the main library is open 60 hours per week (60 times 52 weeks = 3120), less 5 days of 10 hours each closed for holidays, the main library total is 3120 less 50 = 3070 hours. If 3 branch libraries are also open the same number of hours as the main library (regardless of whether or not all facilities are open at the same time) the annual aggregate for the library is 4 times 3070 = 12,280 hours.

INFORMATION SERVICE TO GROUPS (Lines 48-49). An information contact in which a staff member or person invited by a staff member provides information intended for a number of persons and planned in advance. Information service to groups may be either bibliographic instruction or library use presentations, or it may be cultural, recreational, or educational presentations. Presentations both on and off the library premises are included, as long as they are sponsored by the library. Does not include meetings sponsored by other groups using library meeting rooms.

ONLINE DATABASE SEARCH (Line 50). A reference transaction in which the source utilized is one or more databases searched online by computer.

Note: This survey form should be sent to the school principal with a cover letter indicating that NCES realizes that he/she will need to ask the school district for some information and will need to consult the school library media specialist for other information. Extra copies may be provided for such purposes but they must be copies of form and instructions, not just the form. Contractor should send information copy of form and instructions to library media specialist with notice that "official" copy has been sent to principal.

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, DC 20202

SCHOOL LIBRARY MEDIA CENTERS, FALL 19--

This report is authorized by law (20 U.S.C. 1221-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate and timely.

Purpose of the survey. This survey will provide current information about the holdings and use of individual school library media centers.

Note: Please read instructions carefully before completing this form.

Name and Address of School:

Person to Contact (if necessary) concerning the information reported on this form:

Name
Title
Address
Phone

Part I -- Pupil Membership, Classroom Teachers, Level, and Grade Span, for Fall

	Line #
Pupil membership on or about October 1, 19--	
--this school only	1
Information for this school only, Fall 19--	
Number of classroom teachers	
--full-time	2
--part-time, in full-time equivalents (show to one decimal place	3
--total (show to one decimal place) (sum of lines 2 and 3)	4
Level of School (check one)	5
--elementary only	
--secondary only	
--combined elementary and secondary	
Grade Span (place an "X" under each grade taught in this school)	6

Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Postgraduate

Part II -- Library Media Center Staff

This School Only, On or About October 1 (exclude all other staff of the school)

Section A - Number of Staff	Line #	Full-Time Equivalent
State certified librarians, media/audiovisual specialists	7	
All other paid staff in the library media center	8	
Total paid staff in the library media center	9	

Section B - Library Media Center Certified Staff Education -- Highest Earned Degree	Line #	Full-Time Equivalent
Less than a bachelor's degree	10	
Bachelor's degree	11	
Master's degree in librarianship, instructional media, audiovisual	12	
Other master's degree	13	
Second master's degree or above	14	

Part III -- Source of Funds

	Line #	Amount
Public sources (local, state, federal)	15	
Gifts and donations (dollars only, exclude in-kind unless valued at over 5% of expenditures)	16	

Part IV -- Library Media Center Expenditures from all Sources

This school only, school year 19XX

Section A, Standard Operating Expenditures

	Line #	Amount
Collections		
Books (exclude microforms, include preprocessing costs)	17	
Serial subscriptions (includes periodicals and newspapers in any format)	18	
Microforms (except serial subscriptions)	19	
Microcomputer software for students and teachers	20	
Audiovisual materials (exclude locally produced materials)	21	
Other materials	22	
Total collections expenditure	23	
Supplies	24	
Equipment		
Microcomputer hardware, for student/teacher use	25	
All other equipment (include microform equipment, audiovisual equipment)	26	
Binding and rebinding	27	
All other expenditures (not entered above)	28	
Total operating expenditures	29	

Section B, Selected Special Expenditures
(Report even if reported above)

Contracted computer services	30	
Online database searching	31	
Film rental and leasing	32	

Part V -- Library Media Center Collection

This School Only, Previous School Year

Category	Line #	Added During School Year	Held at End of School Year
Books and serials (include bound periodicals and newspapers and exclude microforms)			
--no. of volumes	33		
--no. of titles*	34		
Current serial subscriptions (includes periodicals and newspaper in any format)			
--no. of titles*	35		
Microforms			
--no. of book titles* represented by microform	36		
--no. of periodical titles* represented by microform	37		
Total no. of physical units of all types of microform	38		
Audio materials, no. of titles*	39		
Films, no. of titles*	40		
Video materials, no. of titles*	41		
Machine-readable materials, no. of titles*	42		
Other library materials, no. of titles*	43		

*exclude duplicates

Part VI -- Library Media Center Loan Transactions

	Line #	Number
Interlibrary Loans		
--provided to other libraries	44	
--received from other libraries	45	

Part VII -- Library Use Per Typical Week

	Line #	Number
Direct circulation of all materials to library users --circulation transactions	46	
Total attendance in library per typical week	47	
In-library use of library materials per typical week	48	
Total no. of students participating in library skills instruction per typical week	49	
Total no. of students participating in other library media center activities per typical week	50	

Part VIII -- School Library Media Services Per Typical Month*

Indicate the amount of time during a typical month the library media staff devotes to each service listed below by check one of the following four choices for each item:

zero = time commitment of zero hours per typical month

1-6 = time commitment of one to six hours per typical month

7-15 = time commitment of seven to fifteen hours per typical month

16+ = time commitment of sixteen-plus hours per typical month

Service	Line #	zero	1-6	7-15	16+
Offers a sequential program of library skills instruction	51				
Coordinates library skills instruction with classroom instruction	52				
Informally instructs students in the use of various types of materials and equipment	53				

*The Principal Investigator and the Advisory Committee recommend that NCES use a list similar to this one (lines 51-73) and a matrix similar to the one suggested here (i.e., zero, 1-6, etc.) However, the specific items and matrix used here are not essential. What is essential is that staff indicate priorities in terms of a minimum, average, or high amount of time spent.

Service	Line #	zero	1-6	7-15	16+
Conducts in-service education for teachers in the effective evaluation, selection and use of media	54				
Assists curriculum committee in selecting appropriate materials and media program activities for resource units and curriculum guides	55				
Helps individual teachers to coordinate media program activities and resources with subject areas, units and textbooks	56				
Helps teachers to develop, select, implement and evaluate learning activities requiring various types of media	57				
Provides teachers with information about new educational and media developments	58				
Provides reference assistance to teachers	59				
Assists students in locating information and resources valuable to their educational needs and to the growth of their personal interests and ability	60				
Helps students and teachers find and use relevant information sources outside the school	61				
Provides interlibrary loan service to students	62				
Provides interlibrary loan service to teachers	63				
Provides reading/listening/viewing guidance to students	64				
Helps students realize the benefits of reading, listening and viewing for pleasure as well as for gaining information	65				
Helps parents realize the importance of assisting their children to understand the benefits of reading, listening and viewing for pleasure as well as for gaining information	66				
Coordinates inschool production of materials required for instructional and other activities	67				

Service	Line #	zero	1-6	7-15	16+
Provides technical assistance to students in the production of materials	68				
Provides technical assistance to teachers in the production of materials	69				
Coordinates textbook selection, ordering, distribution program in school	70				
Coordinates school operated radio station	71				
Coordinates video production activities in school	72				
Coordinates cable or other TV transmission and utilization activities in school	73				

Part IX -- Technology

Section A: Library Use	Line #		
Is there a telephone in the library media center?	74	___ yes	___ no
Does the library media center use cable TV in management functions?	75	___ yes	___ no
Does the library media center use cable TV in instructional functions?	76	___ yes	___ no

Technology, Section B: Student/Teacher Use

Is online database searching provided:			
--to students	77	___ yes	___ no
--to teachers	78	___ yes	___ no
Are microcomputers are available in the library? --check if available			
to students ___	79		
to teachers ___	80		

Part X -- Library Media Center Physical Facilities, This School Only, Fall 19XX

Net area, in square feet, of space assigned for library media center purposes (exclude custodial, mechanical, and general access areas)	81	
Seats available for library media center users (seating capacity)	82	

School Library Media Center

Notes

1. Cyclical items -- Several items on this form could be collected on a cyclical form. Since it has been six years since NCES has surveyed schools these items should be on the next form. In subsequent years, however, they could appear on a cyclical basis. These items are:

In Part II, lines 10-14 on Highest Degree Earned

In Part X, Library Physical Facilities

2. NCES should do a survey of district level media services as soon as possible. This survey could then be done on a cyclical basis. The following states collect statistics on library media services at the district level: Georgia, Maryland, Minnesota, Wisconsin. These forms could be used as models.

3. Microcomputer related items. This form contain several items related to microcomputers (see lines 20, 25, 79, 80). It is our understanding that these may not be asked in 1984-85 because of a general study of microcomputers in schools being conducted by Johns Hopkins. In the future, however, these items should be included on the school library media center survey. In addition, this survey should consider asking such questions as the following:

Is the media staff in charge of circulating computer hardware and software in the school? (yes, no, partially)

Are the micros located in the media center used mostly for instruction or entertainment?

If there is a computer lab in the school, is the media specialist responsible for it?

If the media specialist is not responsible for the lab, what if any use does she/he make of it?

Notes, Continued

Is all computer software for the school purchased centrally through the media center?

What inservice training responsibilities does the media specialist have in the microcomputer area? Who participates in these activities? What topics are covered?

Is the computer software in the school cataloged in a centrally accessible catalog?

Is the computer software housed in the open shelving area?

Are students allowed to check computer software out of the library media center?

What types of software (drill and practice, tutorial, etc.) are purchased most frequently with media program funds?

4. In Part I, line 6, the word "postgraduate" in the 1978 form and explanation of it in the instructions did not make sense to us. The explanation was removed from our instructions but may need to be added after the contractor consults with NCES.

5. Reference to "Identification Number" given in 1978 instructions does not appear in our instructions. If it is necessary, we assume NCES will add.

Department of Education
National Center for Education Statistics
Washington, DC 20202

SCHOOL LIBRARY MEDIA CENTERS, 19XX

READ THESE INSTRUCTIONS BEFORE COMPLETING THIS FORM. Definitions are important to ensure comparability of data from different libraries. Except for definitions related to Part VIII, definitions here were taken from the standard for library statistics approved by the National Information Standards Organization.

Do not leave any items blank. Enter "0" if the appropriate entry for an item is zero or "none". Enter "N/A" if an item does not apply to your library. If an exact figure is not available for a particular item, but it is known that the amount is greater than zero, ENTER AN ESTIMATE OF THE AMOUNT. Indicate that the figure is an estimate by parentheses. Estimates are important if exact data are not available.

INSTRUCTIONS

LIBRARY MEDIA CENTER. For the purpose of this survey, a library and/or media center, designated here as a library media center, is defined as an organized collection of printed and/or audiovisual materials which, (a) is administered as a unit, (b) is located in a designated place, and (c) makes printed and/or audiovisual materials accessible to students and teachers. It is this definition, not the name, that is important; it could be called a library, media center, resource center, instructional materials center, learning resource center, or some other name. However, data on "classroom collections," i.e., data on staff, expenditures, and holdings NOT administered through such a library media center should NOT be reported on this form. System level library media center services and regional library media center services also should NOT be reported on this form.

A report should be submitted where there is only a library, only a media center, a library and media center or one of these with one or more satellite (branch) library media center(s). If a school has a separate library and a separate media center, the data for them should be combined into one report for the school.

SCHOOL, NOT SCHOOL SYSTEM. This survey is concerned with the public school library media center at the individual school level. It is NOT concerned with all of the library media centers for the entire public school system.

TIME PERIOD COVERED. Parts I, II, VII, IX, X are for fall, 19XX. Other parts are for the previous school year, 19XX-XX.

QUESTIONS. If you have any questions, write to the National Center for Education Statistics, ATTN: Presidential Building, Learning Resources Branch, 400 Maryland Avenue SW, Washington, DC 20202, or call: _____.

PART I - PUPIL MEMBERSHIP, CLASSROOM TEACHERS, LEVEL, AND GRADE SPAN, FALL 19XX

PUPIL MEMBERSHIP ON OR ABOUT OCTOBER, 19XX. (Line 1). The number of pupils on the current roll of this school, on or about October 1, 19XX.

CLASSROOM TEACHERS (Lines 2, 3, 4). The number of staff members performing assigned professional activities in guiding and directing the learning experiences of pupils in an instructional situation in a particular classroom or classrooms. Does NOT include administrators, supervisors, consultants, counselors, librarians, and itinerant teachers.

PART-TIME, IN FULL-TIME EQUIVALENTS. The full-time equivalent of all classroom teachers who serve this school on less than a full-time basis, shown to one decimal place. The following are examples of service which should be counted as .5 FTE for this school:

a. A person serving THIS SCHOOL as a CLASSROOM TEACHER on a half-time

basis throughout the school year, and employed by the SCHOOL SYSTEM on EITHER a half-time OR full-time basis throughout the school year.
b. A person serving THIS SCHOOL as a CLASSROOM TEACHER on a full-time basis during only one-half of the school year, and employed by the school system on a full-time basis for either a full school year or for only one-half of the school year.

LEVEL OF SCHOOL (Line 5). Schools should be reported as "elementary only," "secondary only," or "combined elementary and secondary" according to State and local practice. However, schools classified as "elementary only" should not have grades higher than grade 8, and schools classified as "secondary only" should not have grades lower than grade 7. Middle schools should normally be reported as "elementary only" schools, and junior high schools should normally be reported as "secondary only" schools. "Combined elementary and secondary schools" should serve both elementary and secondary pupils, and should be organized and administered as a single unit; they should NOT be reported in either of the "elementary only" or "secondary only" categories.

PART II - LIBRARY MEDIA CENTER STAFF

FULL-TIME EQUIVALENT EMPLOYEES. The sum of full-time employees plus a count of the number of persons who would be in a particular category when the time spent by part-time persons is summed and divided by the time spent by a full-time person. To compute full-time equivalents (FTE) of part-time employees, take the number of hours worked per week by a part-time employee and divide it by the number of hours CONSIDERED BY THE REPORTING LIBRARY TO BE A FULL-TIME WORK WEEK. (E.g., 60 hours per week of part-time work divided by 40 hours per full-time week equals 1.5 FTE, or 60 hours per week of part-time work divided by 35 hours per full-time week equals 1.7 FTE.)

Section A: Number of Library Media Center Staff Employees

(N.B. Include unfilled positions if search is currently underway.)

LIBRARIAN (Line 7). A staff member doing work that requires professional training and skill in the theoretical and/or scientific aspect of library work, as distinct from its mechanical or clerical aspect.

MEDIA/AUDIOVISUAL SPECIALIST (Line 7). A staff member doing work that requires professional training and skill in educational media, as distinct from its mechanical or clerical aspect.

Section B: LIBRARY MEDIA CENTER CERTIFIED STAFF EDUCATION. Indicate the highest degree earned for all full and part-time professional library media center employees listed on line 7.

PART III - SOURCE OF FUNDS

Report all funds under direct control of library media center. Do not include funds spent by others for the media center.

PUBLIC SOURCES (Line 15). Report all funds received directly or indirectly from the public. Include public funds received through special grants.

GIFTS AND DONATIONS (Line 16). Report all gifts and donations of money from all sources. Do not include value of gifts other money unless estimated value is more than 5% of annual expenditures. For such gifts, include estimate of dollar value. Include interest on gift funds which have been invested.

PART IV - LIBRARY EXPENDITURES FROM ALL SOURCES, FISCAL YEAR 19XX

Part IV has been divided into two sections in order to facilitate reporting. Section A, Standard Operating Expenditures, includes specific lines for items which appear in most library operating budgets. Report all expenditures under control of library media center. Do not report expenditures made by others for media center (e.g. salaries). All expenses not entered on lines 17-27 should be reported on line 28 so that line 29 is a total of all operating

expenditures. Section B, Selected Special Expenditures, includes lines for expenditures which may appear in different places on different library budgets. (For example, online database searching may be considered under collection expenditures in some libraries. In others it may be reported under "other operating expenditures".) It is expected that most amounts reported in Section B have already been reported in Section A. However, expenditures for these items made on behalf of the library media center as well as expenditures made by the library media center should also be reported in Section B.

AMOUNT. To insure accurate reporting, consult your business officer regarding the entries to be made in Lines 17 through 32. Report only such moneys expended during the 19XX fiscal year, regardless of when the moneys may have been received from Federal, State, local, or other sources. If item is not paid by library indicate N.A. Report all expenditures as whole dollars only, omit cents.

BOOKS (Line 17). A book is a nonperiodical printed publication in hard or soft covers, or in loose-leaf format. Usually a book is at least forty-nine pages, exclusive of the cover pages, but the term also applies to juvenile publications of any length bound in hard or soft covers. The amount given here should include preprocessing costs, where applicable.

SERIAL (Line 18). A publication issued in successive parts, usually at regular intervals, and as a rule, intended to be continued indefinitely. Serials include periodicals, newspapers, annual (reports, yearbooks, etc.), memoirs, proceedings, and transactions of societies. The amount given here should be the expenditures for the unbound current serial subscriptions purchased during the 19XX fiscal year. It should include expenditures for periodicals and newspapers in any format. It should exclude expenditures for binding of periodicals.

MICROFORMS (Line 19). A photographic reproduction of textual, tabular, or graphic material reduced in size so that it can be used only with

magnification. The two main types of microforms are microreproductions on transparent material, including roll microfilm, aperture cards, microfiche, and ultrafiche, and reproductions on opaque material. This amount should be the expenditures for all microforms purchased during the 19XX fiscal year, except serial subscriptions as reported above.

MICROCOMPUTER SOFTWARE (Line 20). Report expenditures for all types of microcomputer software available for use by students and teachers.

AUDIOVISUAL MATERIALS (Line 21). Expenditures for all of the audiovisual materials purchased during the school year for the library media center of this school. Exclude expenditures for microforms and expenditures for consumable supplies related to local production of materials.

OTHER MATERIALS (Line 22). Report expenditures for all materials not already reported on lines 17-21.

SUPPLIES (Line 24). Expenditures for supplies purchased during the school year for the library media center of this school. Includes supplies related to microcomputers. Includes consumable supplies related to local production of materials.

MICROCOMPUTER HARDWARE FOR STUDENT/TEACHER USE (Line 25). Include microcomputers and related equipment purchased for use in the media center. Exclude such equipment managed by library media center but located elsewhere in the school.

OTHER LIBRARY EQUIPMENT (Line 26). This amount should be the expenditures for all other library equipment purchased during the 19XX fiscal year. Includes microform equipment, audiovisual equipment and microcomputer hardware not for student/teacher use.

BINDING AND REBINDING (Line 27). Report only expenditures paid to commerical binderies for all binding and rebinding of books and periodicals during the

19XX fiscal year. Do NOT allocate wages, materials, etc. for binding.

CONTRACTED COMPUTER SERVICES (Line 30). Include any costs related to purchased library services done for your library on computers by a computerized cooperative library organization or network (e.g. OCLC) or by a commercial organization providing library services.

ONLINE DATABASE SEARCH (Line 29). A reference transaction in which the source utilized is one or more databases searched online by computer.

PART V -- LIBRARY COLLECTIONS

ADDED DURING FISCAL YEAR. Report gross number added. Do NOT subtract the number withdrawn.

BOOK (Lines 33-34). A nonperiodical printed publication bound in hard or soft covers, or in loose-leaf format. Usually a book has at least forty-nine pages, exclusive of the cover pages, but the term also includes juvenile publications of any length bound in hard or soft covers.

SERIAL (Lines 33, 34). A publication issued in successive parts, usually at regular intervals, and as a rule, intended to be continued indefinitely. Serials include periodicals, newspapers, annual (reports, yearbooks, etc.), memoirs, proceedings, and transactions of societies.

PERIODICAL (Lines 33, 34, 35). A publication in any medium intended to appear indefinitely at regular or stated intervals, generally more frequently than annual. Individual issues are numbered consecutively or dated and normally contain separate articles, stories, or other writings. Newspapers disseminating general news, and the proceedings, papers, or other publications of corporate bodies primarily related to their meetings, are not included in this term.

NEWSPAPERS (Lines 32, 34, 35). A serial that is designed mainly to be a primary source of written information on current events. It may also include articles as well as illustrations, advertising, legal notices, and vital statistics. Newspapers appear with a masthead and are usually printed on newsprint without a cover.

VOLUMES (Line 31). For reporting purposes, a volume is a physical unit of any printed, typewritten, handwritten, mimeographed, or processed work, contained in one binding or portfolio, hardbound or paperbound, which has been cataloged, classified, and/or otherwise made ready for use.

TITLES (Lines 32-33). For reporting purposes, a title is a publication which forms a separate bibliographic whole, whether issued in one or several volumes, reels, discs, slides, or parts. It applies equally to printed materials, such as books and periodicals, as well as to audiovisual materials and microforms.

Report the number of items for which a separate shelflist card has been made. (SHELFLIST: A record of materials in a library, arranged in the order in which the materials stand when they are shelved or stored.) Thus, six copies of the same edition of a title count as one title; two editions of the same title which have been cataloged or recorded separately count as two titles; a set of six items for which six shelflist cards have been made counts as six titles; and two sets of the same edition for which one shelflist card has been made count as one title.

METHOD FOR ESTIMATING THE NUMBER OF TITLES IN THE COLLECTION:
A library which does not maintain a title count of its various collections, and that cannot easily count the number of separate shelflist cards, should use the following method for estimating this count:

1. Pressing the cards tightly together, measure the total number of inches in the shelflist.
2. Using the same amount of pressure, measure one inch of cards in the shelflist. Count the number of titles contained in the inch.
3. Repeat step 2 at regular intervals (for example, count one inch in every foot, or in every three feet, or other pre-established interval) to

ensure measuring at least seven sample inches distributed throughout the shelflist.

4. Average the number of titles per inch in the samples. If any sample varies from the average by more than four cards, repeat steps one through four, applying more even pressure to the cards.

5. Multiply the average titles per inch by the total number of inches of cards in the shelflist.

CURRENT SERIAL SUBSCRIPTIONS (Line 35). Report number of titles subscribed to, and not number of individual issues (exclude duplicate subscriptions).

MICROFORMS (Line 36). A photographic reproduction of textual, tabular, or graphic material reduced in size so that it can be used only with magnification. The two main types of microforms are microreproductions on transparent material, including roll microfilm, aperture cards, microfiche, and ultrafiche, and reproductions on opaque material.

AUDIO MATERIAL (Line 39). A generic term for material on which sounds (only) are stored (recorded) and that can be reproduced (played back) mechanically or electronically, or both. This includes audiocassettes, audiocartridges, audiodiscs, audioreels, talking books, and other sound recordings.

FILMS (Line 40). The term film is used interchangeably with "motion picture" which is a length of film, with or without recorded sound, bearing a sequence of images that create the illusion of movement when projected in rapid succession (usually 18 or 24 frames per second). Motion pictures are produced in a variety of sizes (8, super 8, 16, 35, 55, and 70 mm) and a variety of formats (cartridge, cassette, loop, and reel). Common motion picture sizes in instructional use are 8mm, super 8mm, and 16mm.

VIDEO MATERIAL (Line 41). A generic term for material on which both pictures and sound are recorded. Electronic playback reproduces both pictures and sounds using a television receiver or monitor.

MACHINE-READABLE MATERIAL (Line 42). Material in a form designed to be processed by a machine, usually a computer, either as input or as output, that has data recorded on it in some form. These materials include data files and computer program files. Typically, these files are stored on such media as punched cards, paper tape, magnetic tape and discs, and digital videodiscs. This excludes computer output that is eye-legible or can be read with magnification. Include microcomputer software.

OTHER LIBRARY MATERIAL (Line 43). Report number of titles of all material which does not fit into one of the above categories (e.g., globes, posters, puzzles).

PART VI -- LIBRARY LOAN TRANSACTIONS, FISCAL YEAR 19XX

INTERLIBRARY LOAN (Lines 44-45). A transaction in which library material, or a copy of the material, is made available by one library to another upon request. It includes both lending and borrowing. The libraries involved in interlibrary loan are not under the same administration or on the same campus. Loans to public libraries and academic libraries are included here as are loans to other school libraries.

PART VII -- LIBRARY USE PER TYPICAL WEEK, FALL 19XX

TYPICAL WEEK. A typical week is a week in which the library is open its regular hours, containing no holidays. It is seven consecutive calendar days, from Sunday through Saturday or whatever days the library is normally open during that period.

CIRCULATION TRANSACTION (Line 46). The act of lending an item from the library's collection for use generally (although not always) outside the library. This activity includes charging, either manually or electronically, and also renewals, each of which is reported as a circulation transaction.

TOTAL ATTENDANCE IN LIBRARY PER TYPICAL WEEK (Line 47). Report the total number of persons entering the library per typical week for use of the library's materials and/or services, including persons attending activities, meetings, and those persons requiring no staff services.

IN-LIBRARY USE OF LIBRARY MATERIALS PER TYPICAL WEEK (Line 48). Report the total number of materials utilized in the library, but not checked out. They include reference books, periodicals, book stock, and all other library materials that are used WITHIN the library.

LIBRARY SKILLS INSTRUCTION (Line 49). Formal activities structured to teach skills in using the library. May be for individuals or groups. May take place in the library media center or take place elsewhere but be sponsored by library media center.

OTHER LIBRARY CENTER ACTIVITIES (Line 50). Report participation in all library sponsored activities other than library skills instruction. May take place in library or elsewhere.

Part VIII -- School Library Media Services Per Typical Month

Note to NCES:

Instructions and definitions need to be developed. Dr. Shirley Aaron of Florida State University who served on the Advisory Committee used at least ten sources to develop the list. She will be glad to provide exact citations.

PART IX - TECHNOLOGY / SECTION A, LIBRARY USE

CABLE TV (Lines 75-76). The transmission of television programs received from regular broadcasting stations by a common antenna, and of locally initiated programs on magnetic tape and films or live to cable subscribers in a

designated area. Reception by cable is usually high quality, and cable stations may transmit many programs at the same time. Libraries may use a free channel allocated to education.

TECHNOLOGY / SECTION B, STUDENT/TEACHER USE

ONLINE DATABASE SEARCH (Line 77-78). A reference transaction in which the source utilized is one or more databases searched online by computer.

MICROCOMPUTER (Lines 79-80). A small computer system, consisting of hardware and software, whose main processing blocks are made of semiconductor integrated circuits (IC). The hardware of a microcomputer consists of a Central Processing Unit (CPU), an input/output unit, and memory. Microcomputers are functionally the same as minicomputers and mainframe computers. The differences are that microcomputers have less capacity for storing and handling information and a slower processing speed. "Home computers," "personal computers," and "business computers" are all types of microcomputers that are, in turn, distinguished largely by their internal memory and storage capacity and price.

PART X -- FACILITIES

NET AREA (Line 81). Approximate net area, in square feet, of space assigned for the library media center purposes is the the total space which can be put to use in furtherance of the library media center's mission. It consists of the sum of all areas on all floors of the school building or buildings that have been assigned to or are used for library media center functions or purposes. It includes space for readers and reading areas, book stack and related storage areas for the book collections, audiovisual materials, and other materials, working spaces for staff, space for services to users (including the card catalog), public service desks, copying equipment, aisles

between book stack ranges and library furnishings, and similar useful space. Such space does NOT include custodial, mechanical, and general access areas. The number of square feet in the net area is determined by measuring the space between the permanent interior walls. Floor areas occupied by build-in furnishings such as service counters, closets, and shelving are included in the wall-to-wall net square feet. No deducations are made for columns or for projections necessary to the building structure.

SEATING CAPACITY (Line 82). The number of seats available for the library media center users should be given for the library media center as a whole, including: general reading area seats, lounge seats, group study seats, audiovisual area seats, other material seats, student carrels, faculty study area seats, typing room seats, seminar room seats, etc. Such seating capacity does NOT include seats at index tables, card catalog reference tables, and other "non-study" seats.